

CURRICULUM JOURNAL

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NEWS NOTES

National Commission on Cooperative Curriculum Planning. A conference of delegates of ten national organizations of classroom teachers, representing nearly all of the major areas of the elementary and secondary school curriculum, was recently held in Detroit on invitation of the Committee on the Place of English in American Education of the National Council of Teachers of English to consider ways in which teachers of the special subjects can cooperate in the planning of the curriculum in general education.

Present at the conference were delegates from the American Association of Teachers of Journalism, the American Association of Teachers of French, the American Association of Teachers of German, the American Home Economics Association, the Central Association of Science and Mathematics, the Music Educators National Conference, the National Association of teachers of Speech, the National Council of Teachers of English, the National Council of Teachers of Mathematics, and the National Federation of Modern Language Teachers.

It was the unanimous judgment of the delegates that teachers of the various school subjects should undertake a joint study of the curriculum in general education in order to determine (a) ways in which the special subjects can contribute to a modern program

in general education, and (b) ways in which teachers in the various areas can cooperate in building a curriculum based upon the needs of the learner and the demands of a democratic society.

In order to carry forward this study the conference decided to organize as the National Commission on Cooperative Curriculum Planning. The objectives of the new commission are twofold: (a) to develop techniques for cooperation among representatives of all the subject fields in the planning of the curriculum, and (b) to construct an illustrative curriculum, consisting wherever possible of units actually developed by cooperative effort of subject teachers, and exemplifying the contributions of the special "disciplines" to a modern program in general education.

Organizations not now represented will be invited to participate, and technical assistance will be sought from curriculum experts. Organizations in the field of general education will be invited to delegate representatives who will serve as advisory members of the Commission. Dr. John J. DeBoer, of the National Council of Teachers of English, was elected chairman of the Commission, and Miss Lilly Lindquist, of the National Federation of Modern Language Teachers, was elected Secretary-Treasurer.

The Birmingham Curriculum Laboratory. The Curriculum Laboratory of the Birmingham Public Schools operates chiefly as a program-guidance agency. That is, it endeavors not only to make materials and work facilities easily available to teachers, but also to afford guidance in the working out of curriculum problems, projects, and procedures. This guidance takes the form of weekly forums; aiding production committees; helping school faculties plan study programs; helping classrooms plan and develop units; supplying speakers for grade meetings and parent-teacher gatherings; compiling and issuing mimeographed bulletins of varied nature; and other services.

A persistent effort is made to focus all such activities upon meeting local needs: social, academic, personality development, etc. The necessary basis for determining such needs is provided by a variety of sources, among them a city-wide survey by school people of the social and school needs of Birmingham; studies made by lay groups on such subjects as housing, delinquency, health, and cultural needs; and data gathered as a result of testing programs, child-guidance clinics, and other undertakings.

The materials available in the laboratory fall into the two general groups of professional study and enrichment. A wide assortment is represented: books, study bulletins, courses of study, units, school publications, periodicals, tests, pictures, workbooks, and newspaper clippings. Materials are indexed and filed topically. Representative divisions are adolescence, citizenship, conservation, consumer education, delinquency, democracy, evaluation, health, homemaking, housing,

industry, integration, labor, personality, radio, reading, and transportation. Special attention is given to collecting and evaluating the results of experimental procedures in Birmingham classrooms. About six hundred units have been thus collected and reviewed with respect to their value for possible inclusion in a course of study.

Lay people as well as teachers use the laboratory. Both groups are encouraged to come in person for materials; however, these are sent to them when they so request. Table-top displays are arranged to bring materials into prominence. A close check is kept on educational books and articles available in the Birmingham Public Library, and applicants for materials are referred there when such materials cannot be supplied by the laboratory. The Curriculum Laboratory is open from eight to five on week days except Saturday, when the hours are from eight to twelve. Clerical help is supplied by the Works Progress Administration.

Building America. The titles of the issues of *Building America* for the academic year beginning in the fall of 1939 are as follows: Our Latin-American Neighbors, Community Planning, Advertising, Democracy Faces the Isms, Railroads, Art in America, Finding Your Job, and Politics. James Mendenhall, who was one of the originators of the *Building America* project and its editor from the beginning, has resigned to become associate director of the consumer education institute at Stephens College, Columbia, Missouri. He will be replaced by Mrs. Frances Foster, who has had editorial experience in connection with *Progress-*

sive Education and who has worked very closely with *Building America* during the past two years.

Discussion Groups Among High School Principals. The National Association of Secondary School Principals, during the past year and a half, has given special attention to the development of discussion groups among high school principals. Principals throughout the nation have formed into groups for the purpose of studying the numerous problems with which they are confronted in the administration of their schools.

The national headquarters office in Washington, D. C., under the direction of Walter E. Myer, in addition to appointing a coordinator and assisting in setting up an organization in each of the forty-eight states and the District of Columbia, is supplying materials as aids for these discussion groups. Approximately 120,000 copies of "Problems of Secondary Education," together with 30,000 "Discussion Guides," were distributed free of charge. A pamphlet, "Talking It Through," was also published for the purpose of encouraging effective methods and practices of discussion, leading to purposeful group thinking and united action. These materials are being used not only by high school principals in their discussion meetings, but also in their faculty meetings.

Reports from each of the state coordinators and regional directors indicate a high degree of active participation by the principals. A number of states report almost 100 per cent participation. Twenty-three states have already made the coordinator an officer of the state association, thus giving

the project a permanent status within the state. Close cooperation is maintained with the state department of education and all other education groups within each state. Principal associations have been formed in a number of states where no such organization had heretofore existed.

Last October the coordinators from all the states except one met at Chicago for several days. During this conference each coordinator became more familiar with the work conducted in the other states. At that time plans were also laid whereby the Implementation Committee could use the discussion group machinery to further its program of developing ways and means through which solutions to the problems may be effected.

Curriculum Exhibit at Cleveland.

Paul T. Rankin, who was at the head of the committee on arrangements for the Cleveland exhibit-conference, reported that the general reaction to the entire plan was distinctly favorable. At least 2,200 people took advantage of the opportunity to secure the free summaries of curriculum procedures prepared for distribution by the various exhibiting school systems. Many other hundreds visited the exhibit without taking away any printed materials. A surprisingly large number of the visitors took advantage of the opportunity to sit down and examine for an hour or more the illustrative materials placed on the shelf below the exhibit panel. Many came back again and again during the week to study the materials and to talk with the general consultants and with the representatives of exhibiting systems.

Tennessee Curriculum Program. The recently appointed Commissioner of Education, Mr. B. O. Duggan, formerly of the University of Tennessee, called the state steering committee together to announce that there will be no interruption in the long-range plans for the improvement of instruction in the State of Tennessee. The meeting was conducted by Mr. Frank E. Bass, director of the curriculum program, and was attended by representatives of the state department, administrative officials, supervisory officers, and classroom teachers. In connection with the spring meeting of the T. E. A., the curriculum section included addresses by the state director and the state commissioner of education. The meeting was also addressed by Dean Doak S. Campbell, of George Peabody College, and W. M. McCall, of the Alabama State Department of Education. The reunion of the curriculum participants was concluded with a breakfast which was addressed by Charles W. Knudsen, who was consultant several years ago.

Consumer Education Institute. Over 600 representatives of education, consumer organizations, government agencies, and business groups gathered at Stephens College for a three-day conference on consumer education from April 3 to 5, 1939. This was the first occasion at which all persons interested in this field have had an opportunity to become acquainted with each other. The foundation was made for many kinds of cooperative projects among teachers and lay persons. The participants came to the conclusion that a coordinating agency was highly desirable and looked toward the con-

sumer education institute of Stephens College to perform this function.

Summer Program at Mercer University. In connection with the Georgia Program for the Improvement of Instruction, the State Department of Education has supplied the Mercer University Library with a complete set of all Georgia state-adopted texts and library books in duplicate. This group of some 2,000 volumes is used freely in a summer course in Applied Curriculum Construction: Materials and Methods Problems in Georgia Schools. A further feature of this course is that each teacher who plans in advance to register for it brings a full set of all texts and reference books on the state-adopted list for the grade taught by the teacher-student. Mr. M. E. Thompson, of the State Department of Education, has made the necessary arrangements to that end with Georgia county and city superintendents.

Curriculum Laboratory at University of Nebraska. The Teachers College of the University of Nebraska has developed a curriculum laboratory containing many books, pamphlets, bulletins, and articles on curriculum construction. It has made a collection of many courses of study, both city, county, and state. There is also an accumulation of many units of work, textbooks, and general professional materials. A large quantity of travel materials concerning many parts of the world, maps, posters and charts have been collected. Just now a large collection of materials representing the social, economic, and industrial life of major cities of the United States is

being brought together. Many state publications revealing an abundance of live factual subject matter are also included. A federal project has been set up whereby the Teachers College offers to be of direct service to any teacher in Nebraska who requests direct and personal assistance in finding or locating new instructional aids, or new techniques of instruction.

School Administrators Conference at Peabody College. The Tenth Annual School Administrators Conference will be held at George Peabody College on June 15, 16, and 17. The meetings are to be devoted to a discussion of current programs and objectives of public education in the South. The state school superintendents and commissioners of education have been invited to present their long-range plans. City and county superintendents, principals, and school board members from the southeastern region will attend the conference. The conference is under the direction of Dennis H. Cooke and Ray L. Hamon, of the Department of School Administration.

Elementary School Clinic. The University of South Carolina summer session announces an intensified, practical group-study program on elementary school problems to be given in two sessions: June 19 to July 8 and July 10 to July 29, 1939. Enrollment in the clinic will be strictly by groups working on a special common problem facing a school or school system. Dr. Ellison M. Smith, Director of Elementary Education of the University, and his associates will visit schools wishing to participate and assist teachers in formulating their problems for study.

The groups are required to complete their enrollment and submit their program before May 1 in order that the staff members of the clinic may make adequate provision for the needs of each group. The general schedule of work during each session will include observation of demonstration teaching in near-by schools, 8:30 to 11:15 A.M.; discussion of questions on observation teaching and on work problems, 12:00 M. to 1:00 P.M.; conferences, reading, and laboratory work on individual group or committee problems, 2:00 to 5:00 P.M.

Offering in Vocational Curriculum. For teachers and other persons engaged in vocational education, problems pertaining to course of study and curriculum making will receive major attention during the 1939 summer session at Colorado State College, Fort Collins, Colorado. In distributive education the course in "Sources and Organization of Merchandizing Information" should prove especially helpful. Equally valuable courses are available in trade and industrial education, diversified occupations, industrial arts education, agricultural education, administration, and rural education. Mrs. Kate Kinyon, Director of Home Economics Education in the Denver Public Schools, has consented to conduct a workshop for home economics teachers.

Summer Program at Furman University. The Furman University Curriculum Laboratory will be used this summer by elementary and high school teachers. Two courses have been arranged to function in connection with

the laboratory. A three-teacher demonstration school for elementary teachers, located in a suburban setting, will be the workshop for grade teachers. Specialists in reading, science, and arts and crafts will be available to teachers who wish to plan units for their work next year. High school groups, interested in special subject matter fields, will study the reports and materials of national education societies and adapt them to use in Southern classrooms.

Activities of the Spokane Regional Curriculum Group. A recent meeting of the Spokane, Washington, regional curriculum group heard a report of the experimental program of the Central Valley High School. The regional curriculum committee cooperated in the promotion of the Progressive Education Association study conference held in Spokane on February 3, 4, and 5. Ray F. Hawk, Eastern Washington College of Education, Cheney, is the supervisor of the group. The chairman of this group is Ted Waller, Superintendent of Schools, Davenport, Washington.

Reading Clinics. Unit courses to help experienced teachers with their problems in the field of reading will be held in seven states this summer by Dr. W. B. Townsend, Director of the Reading Clinic at Butler University. Each course will last one week and a survey of both the preventative and remedial aspects of reading will be made with the following problems being discussed: What is the function of reading in the modern school? When do children need to read? What do

we mean "Learn to read?" How can reading skills be developed? What can be done for those who have failed to develop adequate skill? How can a complete diagnosis be made? What kinds of remedial activities are most useful? Clinics will be held as follows: University of Chattanooga, June 5-9; Butler University, Indianapolis, June 12-16 and June 19-22; Wayne, Nebraska, June 26-30; River Falls, Wisconsin, July 3-8; Minot, North Dakota, July 10-14; Kent, Ohio, July 17-21; Edinboro, Pennsylvania, August 1-5. At each institution a reading clinic will be put in operation and teachers trained in the use of the latest clinical equipment.

Experimental Program for College Freshmen. Twenty-three freshmen in the College of Education at Kent State University in Ohio are engaged in a program designed to unify the work of the several courses. The instructors are finding that coordination is possible within two groups of subjects: 1. psychology, biology, and sociology; 2. political science, economics, and economic geography. Textbooks have been specially selected which facilitate the coordination of the courses. The students were selected at random and are of average ability. A flexible schedule of classes has been arranged to provide for field trips for the study of community life. The experiment is based on the assumption that the best way to prepare teachers to improve the curriculum is to expose them to an improved curriculum on the college level. The program is under the direction of John J. Blair, Dean of the College of Education.

THE CURRICULUM LABORATORY IN ACTION

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WHAT ARE the functions of a curriculum laboratory in action and how can these functions be consummated most effectively? What principles should govern the planning and operating of a laboratory?

1. *The laboratory should be planned, operated, and evaluated by those who are to utilize it.* This, of course, is the first principle of sound democratic procedure. The violation of this principle is one of the chief reasons why the materials in some laboratories, although highly valuable in themselves, are so seldom used. All too often the decision to establish a laboratory and the work of setting it up have been carried through not only without securing from those whom it is supposed to serve ideas regarding its possible functions and policies, but in some cases without even notifying them. As a result the laboratory or at least a large part of its resources sometimes resembles the medieval archives of the monks. The principle discussed here is so significant that it should be applied not only in the planning of new laboratories, but in the reorganization of those that now exist. While following such a policy may in some cases detract from certain functions and services thought to be highly valuable by those in charge of the laboratories, large compensations will be provided in the form of better understandings, far wider and more effective use of materials and services, and a smoother and more immediate translation of theory into practice.

2. *The laboratory should provide inspiration and facilities for conducting research, investigations, and experimentation of a practical nature.* This function is implied, of course, in the term "laboratory." The areas in which such work should be launched should grow out of the real problems of the group which the laboratory serves. These problems should emerge from discussion and observation, and, above all, should be the formulations of needs that are genuinely felt. For example, let us suppose that a public school system is initiating an integrating type of program in one of the junior high school grades. The materials utilized in this program have been developed by the teachers with the assistance of the curriculum laboratory staff. Serious questions have arisen in regard to the goals that may be attained. These questions range all the way from the sincere doubts of parents and certain teachers regarding the efficacy of the integrating curriculum as far as spelling and computation are concerned, to a genuine desire on the part of others to know what improvement, if any, might be expected in social understandings and controls, attitudes, and appreciations. The curriculum laboratory might quite properly assist or lead (depending upon the organization of the school system) in the development of a program of evaluation which would aim to provide the soundest answers to the questions which had arisen. The results of the evaluation project should then

flow back into practice as rapidly as is practicable.

In the college curriculum laboratories time and personnel should be available for conducting that type of research which, though badly needed in the field, requires such concentrated personal effort, degree of specialization, or range of facilities that it is more or less impracticable to undertake it in the field. Two examples of this type of research follow:

Davies,¹ after years of careful bibliographical research and consultation with specialists in the variety of fields involved in housing and city planning, succeeded in preparing for teachers a statement of those generalizations and understandings which are most needed by school pupils and citizens generally in this intricate area. The results of this research should be of enormous value to the hundreds of teachers now working on some aspect of the problem of housing our American people. Two years ago Oberholtzer completed a similar study in the very important field of agriculture.²

In addition college laboratories should begin to stress the part of their program which would enable them to assist public school communities in certain aspects of investigations these communities have under way. Happily the trends of the day are pointing in this direction. In the curriculum division of one college, for example, a course (dealing exclusively with field

problems) is being offered this year for the first time by fourteen professors—curriculum generalists, generalists in primary, upper elementary, and secondary education, and subject-matter specialists. The fourteen graduate students in this class are candidates or prospects for the doctor's degree. The work this year consists of assisting one school community in a curriculum study program which it is hoped will extend over a period of years. The facilities of the curriculum laboratory in this college are being geared to meet the needs of this project. Similar procedures can be found in other colleges. One significant value of this plan is that when problems come from the field to this college, advice and suggestions can be secured officially from the subject-matter specialists as well as from generalists. While to a certain extent this was possible in previous years (mostly however through personal contacts) the present arrangement provides officially that a certain proportion of the time of the members of the college staff in this cooperating group be set aside for this work.

Another point of significance is the actual opportunity for generalists, subject-matter specialists, and advanced students to work *together* on real field problems. If those in public schools feel that they have their troubles in finding people with sufficient time and interest to work together on projects of common concern, they should take just one peak behind the scenes in most of our institutions of higher learning. This is not due to any lack of personal willingness on the part of college professors to cooperate, but in many instances to highly specialized interests

¹Davies, J. Earl. *Fundamental of Housing Study. A Determination of Factors Basic to an Understanding of American Housing Problems.* Bureau of Publications. Teachers College, Columbia University. 1938.

²Oberholtzer, Kenneth E. *American Agricultural Problems in the Social Studies. Some Important Agricultural Problems and Related Generalizations That Should Be Considered in the General Curriculum or Urban and Rural Schools.* Bureau of Publications. Teachers College, Columbia University. 1937.

and not a large enough appreciation of the values accruing from the long hours that must be spent in order to carry out successfully many group undertakings. We in the colleges are already learning much from those in the public schools. We need and expect to learn much more.

3. *The staff of the curriculum laboratory should be able and willing to advise regarding the problems of the group involved.* The ramifications of education are so intricate that obviously it is impossible for any one of the members of a curriculum staff to be equipped to give advice on all the questions that might be raised. The chief contributions in advising can be made by assisting teachers and others who use the laboratory in finding the materials that will be most helpful and in suggesting types of procedures that might be followed in solving the problems with which they are confronted. In such a plan the personnel of the laboratory would not be expected to furnish final decisions, but would be consulted regarding possible directions individuals or groups might take and materials they might examine with the greatest benefit. Here lies one of the most valuable opportunities for the staff of a curriculum laboratory to challenge and stimulate promising thinking and working on the part of others. In some cases it might be necessary of course for the members of the curriculum staff along with others in the administrative and supervisory forces to bring out in meetings and otherwise problems which they feel are pressing.

4. *The laboratory should contain live materials which will be of the greatest possible value to the group it serves.* The principle of selectivity

suggested here should be employed much more extensively. Thousands of courses of study with little or no indication of the sections most valuable for certain purposes may be a hindrance rather than a help. In the first place the uninitiated may find in ninety per cent of these courses suggestions which in their judgment constitute sufficient reasons for maintaining the (rather mediocre) status quo of the work they are doing. Moreover such a vast bulk of material may discourage and confuse a teacher who is unacquainted with curriculum laboratories and is not accustomed to working on curriculum problems.

Various sets of criteria have been developed for determining the value of courses of study and other curriculum material. At present these sets of criteria are too general. Much needs to be done in the formulation of more refined criteria for specific purposes. For example, what kind of criteria are needed to select the content and experiences in given areas which will do most toward assisting teachers and pupils in arriving at a sounder social philosophy? What kind of criteria would be most effective in selecting materials and experiences of the highest import in certain aspects of social studies or science?

One of the chief values to be derived from criteria can be found, of course, in the act of developing them. In this process the participants are compelled to focus their attention upon pivotal points and advance the arguments pro and con, which is a very real kind of education.

The materials in the laboratory then should be selected and used chiefly on the basis of their effectiveness in assisting the people whom the laboratory

is supposed to serve. They should not be considered as ends in themselves, but as implements in the projects undertaken.

5. *The curriculum laboratory must be an integral and integrating part of the educational plan of any community or institution.* This, of course, is a corollary of Principle No. 1. Save for the rare exception the curriculum workroom should not be a laboratory in the sense that discoveries are made here by the staff alone and handed out to others to be taken as prescribed. Its staff must work with the other administrative divisions on projects which have been mutually agreed upon as valuable. As long as the laboratory is functioning in the real tasks of education in the community it makes little difference whether we actually name it the "curriculum laboratory" rather than some other term such as the "teacher's workshop," the "curriculum and teaching laboratory," or the "instruction laboratory."

Because of the rapid growth of curriculum laboratories and the valuable services they are rendering, there is a

real need at this time to take inventory of the ways in which these laboratories can function together still more profitably. The very excellent study of Miss Leary,³ together with supplementary data which have come to our attention since the publication of that bulletin, gives unmistakable evidence that the number of curriculum laboratories is growing rapidly. There may be a danger, however, of mushroom growth. It is highly important that a plan be inaugurated during the next year whereby, first, a searching study be made of the range, and if possible the quality, of the functions which are performed by the different laboratories; second, a way be determined by which work and materials of all the laboratories might be made more readily available to all interested persons; and third, suggestions be developed regarding the improvement of laboratories and the way in which they can most profitably serve education by working together.

³Leary, Bernice E. Curriculum Laboratories and Divisions. Bulletin No. 7. United States Department of the Interior. Office of Education. 1938.



PROGRAM OF IMPROVEMENT OF TEACHER EDUCATION

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THIS PROGRESS report aims to indicate some of the outcomes, administrative procedures, study techniques, and experimental activities developed in a teachers' college as its faculty attempted to provide a more adequate and functional program of education for its students. It is very difficult to establish and state objectively the changes in point of view of the various members of the faculty at this stage in the program and the generalizations can be accepted only as tentative and indicative of a trend or trends.

The organizational framework of the cooperative program was intended primarily to promote large participation in study and in the formulation of guiding principles and policies in improving the instructional program. Seven major committees were set up to provide for permanence and continuity in the study program as it developed:

Committee A. Steering or Planning Committee. This committee is composed of six members. Its function is that of coordinating the work of other committees and giving direction to their study and research.

Committee B. A committee for study of group and individual needs of students of the college. This committee has collected, tabulated, and interpreted facts and pertinent data concerning the cultural background; previous experiences; and the social, economic, and educational status of students of the College.

Committee C. A committee to make sample studies of communities served by the College and by graduates of the College who go out as teachers. These data will be used in developing a point of view about educational needs, in making proposals for a more functional approach to learning, as a basis for enriching the curriculum content, and finally to provide a frame of reference for evaluating a program of public education which extends beyond the four walls of the classroom and into the larger community.

Committee D. A committee to study the underlying and basic aspects of the educative process and its contribution to a dynamic society. This committee is to lead in the formulation of a point of view or basic philosophy involving principles underlying personal and individual development, the nature of learning and the nature of society and its demands on the school.

Committee G. A committee for evaluating the total program of student experiences on the campus in terms of the findings of Committees B, C, and D above. The committee is to study the problem of social adjustment of students, the educative possibilities inherent in the college situation, and the nature of student-directed activities.

Committee H. A committee to study trends in curriculum development in higher institutions of learning, including teachers colleges, and interpret such findings as are relevant to the task at hand. This is done through

a study of catalogues, by visiting a number of selected institutions, by an examination of curriculum literature pertinent to higher institutions, and by inviting specialists to the campus for conferences on definite problems.

Committee J. A committee to propose a program of action, and is composed of the President, Dean, and the heads of the various departments. Its function is to examine the findings and recommendations growing out of the study, research and experimentation, and to recommend definite changes to be effected in the administrative policy, in the reorganization of the curriculum pattern, and in the scope and nature of the college offerings.

Regular faculty meetings are held at least every two weeks, at which time some committee directs the discussion along definite lines. The conference-study-forum procedure followed in these meetings provides for wide participation and provokes much thought and study. Committees meet frequently and selected students participate as regular members on some committees. A professional library is provided for general reading and for special committee study which goes far beyond the reading of the entire faculty.

The college staff has not waited for a complete report, nor for definite recommendations, before launching out in an experimental way to satisfy existing needs as they are discovered. It was considered advisable to introduce gradually certain innovations and thus reduce to a minimum the amount of administrative direction. Such an approach was adopted in accordance with the belief that the curriculum of a college should be continuously in the

process of evolving. The five projects which are briefly described below are selected to illustrate the gradual innovations.

An Integrated Unit in Student Teaching. In accordance with the principle that better meanings and a more thorough understanding and grasp of techniques is obtained through well-planned, integrated, and uninterrupted experiencing, a plan was evolved whereby the college student would spend his entire time for one quarter in the laboratory school. It was thought that certain catalogue courses could be advantageously integrated in this unit, thus promoting a more unified experience in pupil guidance. Included were the following catalogue courses: practice teaching, reading methods, classroom management, child psychology, public school art, public school music, and physical education, a total of eighteen credit hours. Involved in the integration of this unit of experience is the concept that in facing and dealing with real and continuously developing situations the student evolves a set of values which will be effective in guiding his thinking and his later teaching procedures.

An Integrated Course in Contemporary Problems of the South. Contemporary problems of any area cannot be treated understandingly as isolated situations, presenting only the sociological, economic, aesthetic or educational aspects, except in artificial and academic courses. In accordance with the above point of view, a six weeks, nine-hour credit course was offered during the 1938 Summer Session. Four major problems were selected, and around these the six weeks' term revolved. The problems selected

were: land use, interracial relations, health, and education. The first two weeks were given over to a broad orientation which included a general study of aspects of population change, social heritage, economic difficulties, evidence of cultural change and lag, and educational needs. All were focused on the regional aspects of the problem. Four members of the college staff representing education, economics, sociology, and the arts participated as a panel in guiding the course program. The class met for three hours each day in which a variety of instructional procedures were used, including the lecture, panel discussion, and open forum. Two meetings each day of the entire group of 106 students were conducted as suggested above, while a third period was given to small group discussions led by students or by the various staff members.

The course included lectures, conferences, and interviews with specialists invited from the area of the problem. The students visited individually and in groups areas and situations where the problem could be studied on the spot. Tours for the large group were planned by the students to study the Coffee County Resettlement Project, the Federal Hospital for mentally diseased veterans, and Tuskegee Institute.

Participation in Curriculum Development in a School Community. The Zion Chapel Community Project is one of three in Coffee County undertaken by the Federal Resettlement Agency. Five one- and two-teacher schools were consolidated and a modern community building well equipped for school, health, vocational, and community needs was provided. A member of the Teachers College staff

is acting as curriculum consultant for Coffee County and, naturally, the Zion Chapel program is one of his major interests.

During the winter quarter a catalogue course in elementary curriculum is offered to seniors and advanced juniors at the college. This class chose as its major problem a community study of the Zion Chapel area and the planning of an effective community program. The work began with a study of the student group to discover needs and interests, not only of the students, but of the community as well. A long-time program will be proposed which will aim to extend the school curriculum beyond the walls of the classroom into the community itself as a total and unified experience for children and adults. The college students spend an average of one day each week at the school and in the community. The students will participate in the planning and direction of certain aspects of the developing program. Immediate steps have been undertaken to plan and landscape the school grounds, to suggest health measures and help in instructing the children in their use, and to help teachers in the collection of instructional materials.

Travel Study in Teacher Education.

A survey of student experiences, previous to entering college, revealed that most of the students had had a very limited and narrow understanding of their native state of Alabama through firsthand contacts. Assuming that there is a serious need for this type of information, three guided tours are organized as an integral part of the students' experience during the sophomore year. These tours carry the student into the north, east, and south of the

state and even across the state lines. Each tour covers some 650 or more miles and extends over a period of three days. Included in these experiences are visits to such major industries in Alabama as fishing, mining, farming, shipping, and steel manufacture as well as resettlement projects, cooperative ventures, historical places, special schools, and agricultural development projects.

The experience includes three aspects which should be noted, first, a period of study and preparatory work; second, a period of exploration, visitation, and observation; and third, a period of follow-up and evaluation. The preliminary work includes the study, broadly, of the area and industries included in the tour. The planning includes making all arrangements, checking proper location to be visited, key people to be interviewed, conferences to be held, underlying problems to be investigated, outcomes to be observed, and general management of the tour. The tour itself includes visits to and observation of important social, economical, and political aspects of selected projects. The final or culminating aspect of the experience is largely one of making reports, further reading, and checking of data.

Participation in a Study of the College Community. Committee G has as its membership seven faculty members and seven student members. In such a sharing experience we may help certain students and faculty members to understand the educative possibilities of a well-balanced campus pro-

gram. The student members share with faculty members in planning, collecting and tabulating data, and in its final evaluation. Among the suggestions already put into action are the following. 1. larger student participation in formulating policies of action; 2. setting up various clinics, such as speech, personal problems, personal appearance and style, and health; 3. more effective off-campus housing supervision and providing more opportunities for the student to share in campus life.

Conclusion. In evaluating the outcomes of the curriculum study after eighteen months we believe that the faculty and students are more conscious of the problems and possibilities for their solution than at the beginning of the experience. We are also convinced that much has already been accomplished in the development of a more dynamic program of learning and that teachers and students alike are attacking socially significant problems with increased vigor and enthusiasm. We believe that progress has been made toward better mental health and in the development of more wholesome personality of staff and students. We believe that genuine cooperation between staff and students is on the increase and that a high degree of integrity exists between and within these groups. Objective techniques for measuring the values which have accrued to staff and students are inadequate and we must wait on further developments and study before a definite appraisal can be made.

CURRICULUM PROGRESS AT WELLS HIGH SCHOOL

By PAUL R. PIERCE

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CURRICULUM RECONSTRUCTION at Wells High, Chicago, has now been extended to cover the four years of the high school program. The first wave of pupils—numbering 426—to pursue the new curriculum throughout their high school careers will be graduated in June of the current year. The reconstructed program, with such revisions as have been effected from semester to semester, is likewise being pursued by the remaining 2,485 pupils. From the beginning, experimentation has been carried on in accordance with the regular requirements of the city school system, and under typical public school conditions with respect to teaching staff, pupil load, and equipment. Previous accounts¹ have described the first two years of the reorganized program. The purpose of this article is to present a brief description of subsequent curriculum reconstruction at Wells, with particular reference to the senior high school grades.

Relating the Work to Areas of Living. The policy of organizing the work of the core curriculum around significant social areas, initiated in the ninth grade, has been extended to include the senior high school years. These social areas are studied directly; subject fields are used as they contribute to the understanding of the social areas. The subject fields utilized in the core curriculum consist of four years of physical education, three and

one-half years of English arts, three years of social studies, three years of science, one year each of music and art. The social areas for the various grade levels are as follows: Grade 9B, school, home, local community, and metropolitan community; Grade 9A, conservation, production and distribution, governmental agencies, and work; Grade 10B, economic consciousness; Grade 10A, social relationships; Grade 11B, intellectual living; Grade 11A, leisure; and Grade 12B, vocation. Health is an associated social area for all grade levels.

The plan of organization in the ninth grade provides that the units of learning in all core fields contribute concurrently to a single social area, and that there be four such areas for each semester. The areas for Grade 9B deal chiefly with the pupil's experiences in his current and local environment. In Grade 9A, the areas are extended to include future as well as current living, and national as well as local, spheres of interest.

In Grades 10-12, however, the more mature interests of the pupils and the more specialized nature of the subject fields have warranted a different pattern of organization. For example, units in biology and world history cannot, without a marked degree of distortion, be organized concurrently under the same social area. Likewise, English arts and music do not contribute as effectively to health as do science and physical education. The plan adopted for Grades 10-12 provides for the organization of the work

¹Paul R. Pierce. "Curriculum Reorganization in a Chicago High School." *Curriculum Journal*, 8: 156-60, April, 1937.

of an entire semester around one "main" social area and one or more "associated" areas. No social area is designated for Grades 12A, the final semester, in view of the fact that the core curriculum tapers off sharply, and electives such as college-preparatory English, commercial practice courses, and chemistry predominate at this grade level. The term "specialization" to follow the more generalized "vocation" of Grade 12B has been considered as an appropriate characterization of the work of the final semester.

The social areas utilized in organizing the core curriculum are the results both of prior planning and of field experience. They represent a present status rather than a fixed or permanent pattern for the development of our high school curriculum. Though their selection has been based chiefly on the analysis of the needs of youth for current and future living, it has also been influenced by local conditions and subject-field content. The areas follow a broad and interlocking, rather than a concise and evenly cut, pattern. It is the conviction of the writer and his colleagues that the selection of social areas should remain flexible, varying in accordance with pupil backgrounds, community sensitivity to rapid change, field experience, and research in educational, psychological, and social fields. If certain areas become firmly established, they incur the risk of being quickly made the bases of textbooks, printed courses of study, and other formalizing and solidifying influences.

Physical Science for the Eleventh Year. Two years of experimentation with physical science in the eleventh year has resulted in the development

of a course to culminate the core science program and serve the needs of all pupils not specializing in fields requiring traditional physics as a prerequisite. The materials are drawn chiefly from astronomy, chemistry, geology, and physics. Like the preceding core courses in introductory science and biological science, physical science is designed to train pupils in science aspects of current and future everyday living; it is in no sense a science course for slow or retarded pupils. It aims to train the pupil to develop scientific rather than naive ways of observing and thinking, to apply scientific principles toward the solution of problems in other fields, and to acquire a sensitivity to the practical and social implications of science. The units are organized around the main social areas of intellectual living in Grade 11B, and leisure and economic consciousness in Grade 11A.

The economy of administering this new course in physical science merits attention. Thus far, most of the equipment has been collected locally and purchased from local funds. Among the items of equipment are used automobile engine and transmission gears, electric ice box, vacuum sweeper, sewing machine, and electric switchboard. Much of the equipment has been constructed by teachers and pupils. The small power machines of the industrial arts laboratory are visited and observed in connection with the study of scientific principles.

Socio-business Sequence. Policies initiated by the Superintendent of Schools² in February, 1937, replacing multiple curriculums with core subjects and elective sequences, and deferring technical commercial subjects,

such as shorthand, to the eleventh and twelfth grades, particularly facilitated curriculum improvement in the early years of the high school. An early Wells experiment involving the correlation of community civics with elementary business training has resulted in a new core-curriculum course for the ninth grade entitled "Socio-business Living." In the tenth year, world history has been combined with commercial geography to form a core course called "Modern Economic World." The units of both new courses are organized under the social areas for their respective grades.

These new courses not only serve as a core field in the ninth and tenth grades, but may also be used in either a commercial or social studies sequence, providing the equivalent of an additional elective at this level. Most important, since elementary business training and commercial geography, respectively, are the only required ninth and tenth grade courses in the commercial sequence, the pupil need not decide whether he will specialize in commercial work until he reaches the eleventh grade. This is a marked advantage from the standpoint of guidance.

American Problems Course. Social studies in the eleventh grade consists of a correlation of social materials with English arts and elective history courses. The final core requirement comprises a newly-developed twelfth-year course in current and historical American problems. The first semester is organized under the main social area "Vocation" and the associated area "social relationships" and deals with current issues in American life.

²William H. Johnson. The New Program of Studies in Chicago High Schools, 1-3, 13. Board of Education, City of Chicago, 1937.

Units of learning include such topics as economic security of the citizen, planning one's career, and the individual and his social order. The units of the second semester are concerned with the historical development of our country, evolution of our democracy, the influence of western development on our national life, and the origin and growth of the American educational system.

Pupils' Individual Curriculums.

Development of well-rounded pupil personality cannot be provided solely by the core curriculum. The core experiences prepare the individual for effective participation in, and contribution to, the larger society; experiences must also be provided to prepare him for membership in smaller and more specialized groups connected with his occupation, avocation, and leisure. Wells pupils receive guidance, through core-curriculum classes and homeroom activities, in planning and pursuing individual curriculums consisting of elective subjects, pupil activities, and extra-school projects.

The range of electives widens perceptibly as the pupil proceeds from lower to higher grade levels, thus permitting an increasingly broadened choice of activities to meet his maturing and more specialized interests. In the ninth and tenth grades, the pupil has one elective major subject besides the elective involved in the socio-business sequence previously discussed. In the eleventh grade, and in the first semester of the twelfth grade, he has two major subject electives and one minor elective. In Grade 12A, the final semester, he may elect three major subjects and one minor subject. This arrangement allows a broad base of general education

at the lower grade levels of the high school and an increasing degree of specialization at the upper levels, thus conforming to the social trend of deferred entrance of youth into industry. It also permits a pupil to elect a college career as late as his third year and obtain required entrance credits in foreign language and mathematics after that time, other college preparation being covered by the core curriculum.

By scheduling each homeroom teacher for one forty-minute period daily in the personnel clinic, each pupil is provided with a minimum of three twenty-minute individual conferences each semester. At one of these conferences he discusses with his homeroom teacher, and chooses, his elective subjects for the subsequent semester and during another, he plans his student activity program for the ensuing semester. Such conferences supplement the basic guidance activities of the core curriculum.

Community Relations. Emphasis has been placed both on utilizing the community as a curriculum laboratory and on pupil initiative and effort to improve community living. Procedures involving pupil provision of community materials for classroom use, diary surveys of pupils' extra-school interests, advertising the activities of community recreational agencies, contacting the home to make parents interested partners of the school, and guidance of pupils' extra-school activities through class and club work have been modified and extended during the past two years. A public relations bureau, conforming with central office policies, has proved the chief agency for contacts with the press and dissemination of school news in the community. A survey of teaching

techniques involving direct contacts with the home is being currently conducted by a committee representative of all subject fields.

The chief responsibility for first-hand study of living in the community is assumed by the social studies department. Each pupil is given a minimum experience in community study each semester through field trips conducted by social studies classes. A mimeographed leaflet on field-trip technique has been developed for the guidance of teachers and pupils.

CONCLUSION

Four years of curriculum making and practice have resulted, for teachers and principal, in a marked amount of professional training, the assurance of a more effective and purposeful, though tentative, school program, and a full realization of serious problems yet unsolved. Certain of the most imperative of these problems are herewith listed: 1. Systematic transition from formalized subjects to direct study of social areas in general education divisions of the curriculum. 2. Techniques for making pupils and parents partners in curriculum reconstruction. Without their wholehearted participation, no public high school will progress far with a new curriculum. 3. Appraisal of the outcomes of true general education. 4. Comprehensive and unbiased booklets and pamphlets on special fields to replace the condensed and formalized materials of textbooks. 5. Techniques for new curriculum practices, such as field trips, contacts with home, radio, and motion pictures. 6. Programs of preparation and inservice training which will adequately equip teachers for the new curriculums.

FREING THE RURAL SCHOOL CURRICULUM

By HELEN HEFFERNAN

California State Department of Education

THE HARMONY School¹ is located fifteen miles from the county seat in Colusa County and is reached by a tree-lined country road through a particularly well-favored agricultural area. The people of the community are much interested in the welfare of the school and the school trustees are cooperative in the advancement of a progressive educational program.

It had been the custom of the teacher who had taught in the school for three years to spend considerable time making the schoolroom attractive before the children returned to school in September. This year no curtains were hung, half the shades were missing or torn, flower boxes were left empty, and the entire schoolroom presented a clean but wholly unattractive appearance when school opened for the new year.

During the years when the teacher had assumed full responsibility for the appearance of the room few comments had been made about it, but now several children remarked "that the place needed fixing up a bit." At the suggestion of the teacher, all went outside and played that they were strangers coming into the school for the first time. A lively discussion followed in which the "strangers" mentioned needed improvements in order to make their school a more cheerful place in which to work. It soon became evident that these improvements could not be achieved without the coopera-

tion of the trustees. A letter was written and the trustees were invited to come to school to help them with their problems.

As a result new shades were purchased, a broken windowpane was replaced, a bulletin board was installed and a supply of paint was purchased to refinish the furniture. A School Management Club was organized and responsibility was delegated to various committees for the care of building and grounds.

As the work progressed, the teacher put books related to shelter and picture books of homes on the reading table. Several interesting little books were read aloud by the teacher and the need for shelter was discussed.

One of the children invited the group to visit the ranch where she lived to see the new home that was being built. Careful plans were made for the excursion. Lists were made of things to be observed. The excursion stimulated many questions about different kinds of materials used and various types of shelter needed by men and animals in different parts of the world. Many books were consulted, pictures were drawn, and reports were given about tree dwellers, cliff dwellings, caves, grass houses, tents and tepees, houseboats, Egyptian houses, medieval castles, Chinese houses, pueblo homes, log cabins, trailers, and modern homes. Interest was also developed in the workers and stories were written about them.

A collection was made of materials used in the home under construction.

¹Based upon a report submitted by Mrs. Anne Mills and the children of Harmony School, Colusa County, in cooperation with Mrs. Ruth Edmonds, Rural School Supervisor.

The items included were carefully labeled, classified, and arranged under a sign which read: Materials Used in Building. In this way the children became acquainted with cement, wood of many kinds, paint, glass, nails of various sizes, concrete, screen, tile, brick, marble, plaster board, wall-paper, stone, steel, hardware, electrical material, slate, insulating paper, and many other things used in building.

To broaden the children's experience other excursions were taken to the county seat to visit the post office, the bank, the telephone office, the newspaper office, and a big residence nearing completion. Upon their return Teddy said, "No matter what you do, you have to have shelter over your head." Lester replied, "Different kinds of shelter are needed for different kinds of business."

As the modern home on the neighboring ranch progressed toward completion the blueprints were made available to the children. Alice suggested that the children draw plans for their own homes to scale. Fathers and mothers became equally interested as each child introduced innovations into his plan.

Many special interests began to emerge and Carolyn finally suggested that they list all the things they were going to do and learn so "they would not forget anything." Angie, the child of a seasonal worker, offered to make a map showing the trail of migratory laborers. Fred developed a scrapbook showing the conveniences in the modern home. Mildred decided to make an anthology of poems about home and shelter. Don, who was more mature, asked the familiar question, "Is it more economical to own your own home or to rent?" and set

about collecting basic data to answer his question. The younger children built typical primitive shelters such as tepees, cave homes and pueblos, and a thatched house large enough to play in was the delight of all. All the play centered around aspects of housing.

Then Teddy became interested in the shelters of animals in the neighborhood. For a while it seemed that human shelter would be abandoned, as the children were fascinated with the homes of their furred and feathered neighbors.

Certain enterprises engaged small groups. Emmett's committee developed an excellent outline on Considerations in Building a Home. Mildred provided leadership for a committee that prepared a lengthy motion picture on Homes Around the World. Another group arranged a list of songs appropriate for the study of homes and shelter.

At length, after having studied shelter in relation to the school, the farm and the community, material and equipment used and the contribution of the workers, interest finally centered on the construction of an ideal home for the average family. Two miniature homes were built to scale and furnished according to the knowledge which they had acquired. Their discussions and debates as the building proceeded suggested to them that something much like their own struggles must go on when a family decides to build a house. A clever play, "The Tates Build a House," was written and produced by the children to the delight of everyone in the community.

Out of this illustrative experience of living and learning in a modern rural school we may draw certain generalizations to serve as guideposts in

the adaptation of curriculum. If the story of Harmony School represents the ideal toward which rural education is moving or should move, the tentative theories embodied in these statements may serve as clues to the success of this particular learning experience:

1. The children were living a vital experience instead of merely acquiring subject matter.

2. The teachers' first consideration was always the interests, needs, and capacities of the particular children who constituted the group.

3. The teacher recognized that children learn in response to innate drives, therefore, provision was made for the stimulation and satisfaction of curiosity, for manipulation, for dramatic play, for construction, for communication and the sharing of experiences, for physical activity, and for the expression of creative and esthetic impulses.

4. The children lived together freely, happily and naturally, exploring and experimenting in and with their environment, learning from firsthand experiences as well as from books.

5. A rather broad, socially significant area of experience stimulated many group enterprises and many activities representing individual interests.

6. The teacher as the member of the teacher-pupil group having the widest experience served to guide the group into socially valuable content, interests, and activities which were likely to be productive of the greatest growth for each individual and of the group as a whole.

7. The teacher was constantly conscious of the importance of the development of socially desirable attitudes of cooperation, tolerance, respect

for the rights of others, and interest in the welfare of the group, all of which are basic to the democratic way of life.

8. The teacher recognized all subject-matter learnings as means to insure richer and more effective living not as ends in themselves.

9. Teacher and pupils made increasingly effective use of a wide variety of materials in recreating the realistic experiences of community life.

10. Pupil control was based not upon teacher domination and the imposition of adult standards of behavior, but upon gradual development of self-directive choice of ways of behaving consistent with the interests and welfare of all.

There are certain releases for rural teachers absolutely indispensable if teachers are to carry on a program which conforms to the philosophy implied in these theories. The teacher must be released from: the drive of rigid subject-matter examinations designed to determine whether children have "covered" specific requirements; a rigidly graded course of study; requiring of children rigid grade standards of subject-matter mastery; the necessity of adhering to a rigid daily schedule of time allotments; and the limitations of an inadequate supply of books and materials of instruction.

The curriculum adaptations suggested permit the teacher to function as a guide in the personality development of each child and as a vital factor in contributing to an increasingly more worthy social life. Through such a program the school builds understandings and attitudes which will contribute to the construction of a more satisfying and harmonious way of living.

RURAL HIGH SCHOOLS IMPROVE THEIR CURRICULUM

By JANE FRANSETH

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THE MAIN objective of the school curriculum in the elementary and high schools in Bulloch County Georgia, is to help children deal successfully with persistent life problems. Briefly stated the schools aim (1) to keep children well, (2) to guide them in best use of natural resources, (3) to help them perform their responsibilities of citizenship successfully, (4) to help them express aesthetic and spiritual impulses in satisfactory ways, (5) to help them become as efficient as possible in the use of the language arts, (6) to help them to become prepared for the process of earning an adequate living.

A study of the curriculum in terms of helping children meet these persistent problems was begun in the fall of 1936. Superintendents and teachers, under the direction of the County Superintendent, authorized by the County Board of Education, undertook the study. The study and the program of improvements which followed were carried out with the guidance of a supervisor from South Georgia Teachers College whose services were made possible by a grant from the Julius Rosenwald Fund.

Though the study and program of improvements included all of the grades in the fourteen rural schools in Bulloch County, this article will deal particularly with its effect on the high schools.

The study of the high school curriculum revealed, as is true of high school curriculums almost everywhere, that no serious attention had been given to the school as an institution

to help improve life. As soon as the high school teachers began studying the curriculum in terms of life problems, however, the teaching immediately became more meaningful. Though a need for change in much of the content was evident, the serious weaknesses lay not so much in the content of the old curriculum as it did in the meaningless way in which it was taught.

The main purpose of the teachers, with some exceptions, was to help children pass oral and written tests in order to help them get the desired passing marks. Whether or not children actually ate better food was not important if they could recite what a biology text said about food. Whether or not children actually kept cleaner because of science lessons was not important as long as they could furnish satisfactory evidence that they knew what the text said. The teachers, as is still true of teachers almost everywhere, felt little responsibility in guiding children in accepting responsibility for better citizenship, for actually helping children to use the English language effectively, for reducing the number of forest fires, or for helping children to use scientific knowledge in the improvement of farm practices.

The change in the children's and teachers' purposes did not necessitate a wholesale change in the content material in the old curriculum. English, history, civics, biology, general science, mathematics, all in the old curriculum were filled with possibilities for helping children meet persistent life

problems if the teachers saw the goals toward which to work and were willing to accept responsibilities in terms of life tests. It was felt, then, that the most important curriculum change was the adoption of a new compass. This change began to come as the teachers, under the guidance of their superintendents, the chairmen of study groups, and the supervisor met to study the curriculum in light of life problems of the county. A few evidences of the change over a period of two years are:

Monthly examinations receive much less emphasis, but recognition for success in the following is more pronounced: getting parents interested in building sanitary privies, earning money to get teeth defects corrected, bringing a balanced lunch to school, getting parents interested in scientific farm practices, using good English in conversation, activities which show independent thinking, and a general interest in hard, honest work for the common good.

Simple as the above may sound, the hardest and most important task in any high school curriculum revision lies in changing the teacher into an intelligent, honest, courageous, unselfish individual willing to work so hard that his results will not only show up favorably in the monthly quiz, but in life itself. It is of this accomplishment, though still far from perfect, that the Bulloch County high school teachers are most justly proud.

Other weaknesses in the high school curriculum were, of course, evident. They will be discussed briefly as follows:

Inability to Teach Reading. Standard reading tests showed that the average reading level of our high school

children was not much above the seventh grade when compared with national averages. Though high school teachers had long lamented the fact that their children cannot read, they had not usually considered it their job to teach reading. Many teachers had not realized that their attempts to teach science, history, literature, or even the foreign languages were of little avail if they did not accept the responsibilities of teaching children to read. It was no wonder that many of the children who had not become entirely indifferent to success should resort to mere memorization of meaningless facts in order to pass teacher tests. The problem of curriculum change indicated by the reading results were twofold: 1. to help teachers see the futility of teaching content material without accepting responsibility for teaching reading; 2. to learn how to teach reading most effectively.

A constant desire on the part of the teachers to achieve the best results and a continuous study of the best means of reaching results brought about a few changes in the reading curriculum:

1. Emphasis is placed by most teachers in all subject-matter areas on reading as a thought-getting process. To get information for the solution of an important problem rather than merely covering so many pages is emphasized.

2. Adjustment is made to individual differences in ability. Books varying in difficulty from fourth grade to adult reading level are provided. In many cases, texts from lower grades are borrowed. The sixth grade history text about the old world contains information just as important to a ninth

grade child as does his own world history text.

3. Wide reading from books on children's own reading levels, as indicated by the Stanford Achievement Test, to find information on problems is encouraged.

4. Much of the research reading is done in the class period under the direction of the teachers, so that individual help can be given when necessary. Much less time is spent on *recitation* of facts in answer to teacher's questions.

Evidence of some improvement in the high school children's abilities to read was shown by the standard reading test results. The tests were given in October, 1937, and again six months later. The average growth in the county as measured by the tests was twelve months. Some schools made less improvement than this; others made more. Though Bulloch County high school children are still below the national average, the amount of improvement made during the last year is encouraging.

Too Much Departmentalization. Another weakness in the Bulloch County high school curriculum lay in its highly departmentalized program, each teacher being encouraged to stay within the limits of his own department. Education was being made more difficult than necessary. The subject-matter area of history and English are very similar and the tools needed to study them are essentially the same. The use of English and reading is important in both fields. Actually, literature cannot be taught well without integration with history and vice versa. As the Bulloch County traditional curriculum was organized, however, little relationship be-

tween social science and literature existed. Not only were the teachers somewhat indifferent to each other's work, but the courses were so organized that the tenth grade children, for instance, were expected to study one-half of the world in literature at the same time that they studied the other half in history. Coupled with the fact that the children had difficulty in reading the literature and the history was the lack of relationship between the facts studied in the various courses. Then, too, the problem of improving the children's use of English was especially difficult when only the English teacher felt any responsibility for teaching English. An hour of study in English each day had little effect on children's use of English.

No integration even of like subject matter in at least four different courses caused confusion in the children's minds, especially when very few teachers attempted to relate any of the content to life. The tendency to teach subject matter for its own sake was great. If it took, all right—if not, the teachers felt that they had done their best.

A reorganization of subject-matter content was begun in the tenth grade literature and history. American history and American literature were placed in the tenth grade. In some schools literature and history are taught by the same teacher during a double period. This arrangement is especially good as it makes natural and purposeful integration comparatively easy. History and literature have become more meaningful to the children because of interrelations between them.

The teachers are not as well prepared to teach in one area as another, but this has not proved to be as se-

rious a handicap as was anticipated. The advantage of having the same children for longer periods helps each teacher to become better acquainted with the children's needs. There is more time to help the children with their particular problems.

In the schools where English and history are not taught by the same teacher, the English and history teachers are encouraged to plan their work together. In all schools there is a greater effort among the high school teachers to plan their work cooperatively so that children's needs will receive major consideration at all times. The curriculum is now only in the transitional stage, but as the teachers and superintendents continue to study the children's problems, more purposeful integration or coordination will undoubtedly take place.

Another feature of an improved high school curriculum in Bulloch County is the emphasis on home economics and agriculture. Bulloch County is rural. It, therefore, seems

important that our girls be given as many opportunities as possible to learn how to become good rural housewives. It seems important that our boys, most of whom will remain on the farm, learn the best ways of carrying on agriculture. Home economics and agriculture are taught in each of the six senior schools in the county. A vocational shop has been provided in each high school.

The abilities shown by the boys in owning and caring for cotton crops, tobacco crops, hogs, steers, and their general interest in improved farm practices is very encouraging to all who love Bulloch County.

That the children might become better able to cope with the persistent life problem is the dream of the teacher, parents, board members, and all who are interested in Bulloch County welfare. It is to this end that the rural high schools are improving the curriculum in the schools of Bulloch County.



HIGH SCHOOL HEALTH PROGRAM

By MARION BROWN

University High School, Oakland, California

THE HEALTH program in the University High School is an integral functioning part of the total school program. Having developed over a period of years, it is an expression of the philosophy of the institution and is indigenous to conditions prevailing in the school and the community. Accordingly, a description of those characteristics of the school which have been particularly influential in determining the policies and procedures of the health program is essential to a clear understanding of its functions.

The Role of the Teacher. In University High School, emphasis is placed upon the responsibility of teachers in uncovering and caring for the health needs of students. An alert teacher in day by day relationships with students often can detect evidences of deviation from normal health. He observes eyestrain or fatigue, notes that certain students are absent frequently because of colds or that others have skin eruptions that may be infectious. He not only detects these and other symptoms of poor physical conditions, but calls them to the attention of the health service department. The teacher is also an invaluable agent in carrying out the recommendations of the physician; he modifies classroom conditions and helps students to succeed in spite of physical limitations.

The interest of teachers in the health of students is stimulated and sustained in various ways. In the first part of each semester, teachers are given a form on which to report evidences of defective hearing, vision, or

posture; of nervousness, fatigue, or recurrent colds; or of other health conditions observable in the classroom. This form serves two purposes: (1) it is a systematic way of directing the attention of teachers to health; (2) it is a screening device to bring to the attention of the health service students with symptoms or defects that might otherwise be overlooked.

It is not enough to engage the help of teachers in detecting students who should be referred to the health service. Their cooperation must be insured by a return service to them, which is that of reporting back the findings and recommendations of the physician, even in cases that require nothing specific to be done in the classroom. Many teachers, aware of the need for balance between rest and activity, of the importance of sight conservation, of the value of a serene happy atmosphere in the classroom, of the importance of good posture—include all of these as direct teaching objectives, worthy of as great if not greater consideration than mastery of subject matter or attainment of skills.

Counselors and Vice-Principals. Counselors and vice-principals responsible for individual guidance of students depend upon the health service in many ways: for information about the physical status of students as it might affect their ability to undertake a proposed school program; for advice concerning adjustments in the school program because of health factors; for a resource to which students and parents may be referred for expert advice.

Since the counselor knows the student better than any other person in school, he is often in a position to contribute information and to assist in interpreting the needs of the student, not only to teachers but to physicians.

Health Coordinator. A full-time teacher holding a general secondary teaching credential is responsible for coordinating the health program. She has supervision of the convalescent room, interviews absentees returning to school after illness, makes the doctors' appointment list from the "Request for Health Information" forms, acts as secretary of health case conferences, and does the follow-up work required on special cases. This teacher holds a Red Cross certificate in first aid and is prepared to care for minor injuries that occur at school.

Physicians. Although teachers and counselors have an important role in the school health program, their effectiveness depends upon expert information from and judgment of physicians. Two physicians give this service, a man for the boys and a woman for the girls. One physician spends six hours at school on alternate weeks; the other, three hours every week and three additional hours on alternate weeks. Routine examinations are given only to students entering the tenth grade (the lowest grade in school) and to those who are new to the Oakland Public Schools. The order of these routine examinations is determined by the student's history. The counselor or health coordinator reviews the school records of all entering students and refers first to the physician those whose health histories indicate that the advice of the physician is needed before they undertake a normal school program.

The school physician does not attempt to arrive at a definite diagnosis or give any treatment except first aid. His function is to examine students and to make professional recommendations to teachers and counselors concerning adjustments in school life which should be made because of health. He also may recommend that parents be informed of the health of a student and may suggest that he see his own physician or apply for diagnosis and treatment at the clinic.

Case conferences are held after the physician's examination, and recommendations are made jointly by the doctor, counselor, teachers, and any others who have insight into the problem. There is a very real need to see each factor in relation to the whole, to diffuse information so that the Latin teacher feels that the health of the student is as much her concern as it is that of the physical education teacher, and to have a consistent well-coordinated plan based on all available data. It is important also that the school physician be acquainted with the school as a whole—its philosophy, procedures, and personnel. From time to time, physicians attend faculty conferences and meetings of counselors, and visit classes in order to become oriented in the total school program.

Cumulative Records. One of the most valuable tools at the command of the school physician is the cumulative record for each student in the school. This record includes information covering the entire school history of the individual. Each folder has data on health, scholarship, attendance, extracurricular activities, intellectual abilities, special interests, home conditions, and a considerable amount of miscellaneous information which

throws light upon personality and student goals.

Adjustments Made in School Life Because of Health. The following adjustments are frequently made:

A partial-day permit to provide for a shortened school day. Some students come to school an hour or two late, others take an extra hour at noon, still others go home before the close of the school day.

A lightened academic program, without necessarily shortening the school day. Occasionally it is inconvenient for students to remain at home. Although they may come the entire day, they take less than the normal program, and thus are able to spend part of the day in the rest room.

A lightened extracurricular program. This adjustment is often accomplished without depriving students of social relationships. A student may continue to participate in the extracurricular program by lightening his academic work.

Modified physical education. The program in physical education varies from complete rest to full activity. For those unable to undertake strenuous sports, there are games which require little physical exertion, but provide for group activity. Those needing complete relaxation during physical education may rest in the gymnasium, in the convalescent room, or, in extreme cases, at home.

Modifications in matters of general school routine. In order to avoid crowds and rushing between classes, some students have permission to enter classes late or to leave early; some have time for midmorning nourishment; some, to avoid stair-climbing, are assigned to classes on the first floor; some, to avoid carrying heavy books

to and from school, have extra sets of textbooks.

Modifications in classroom procedures. Teachers are often asked to guard against eyestrain by making minimum reading assignments; to seat students in accordance with their ability to see or hear; or to take into consideration factors of fatigue, emotional and nervous strain, or other handicaps that affect students' ability to participate in the usual activities of the classroom.

Financial assistance. Financial aid, either in the form of employment or direct relief, provides hot lunches, midmorning nourishment, glasses, or dental work for students who require these services, but have no other means to provide them.

Cooperation with parents. Students often are helped to plan their entire daily schedule so as to provide for more rest or recreation both at home and at school. Parents are invited to come to school for a conference with the physician, counselor, or vice-principal.

The Convalescent Room. This room is under the supervision of the health coordinator. It is intended to provide for relaxation rather than for hospitalization. Any reference to it that might suggest illness or convalescence is avoided; to students and teachers it is known as Room 19. A bungalow set in a quiet corner of the school garden, Room 19 is attractively decorated and is restful in atmosphere. It is equipped with cots, steamer chairs, study tables, magazines, and recreational reading material. Since the emphasis is upon relaxation rather than upon enforced rest, bed rest is not required; instead students relax in deck chairs, or read, or study.

THE CURRICULUM PROBLEM IN ADULT EDUCATION

By J. V. MELTON
Austin, Texas

THE ADULT education movement is perhaps the most significant educational development emerging from the past decade of depression. Our adult population, faced with increasing numbers of serious problems, has readily turned to the various fields of adult education for information and guidance.

Public affairs forums and discussion groups have spread over the nation and have no difficulty in attracting large numbers. Organized workers clamor for more information about legislation, unionism, world affairs, economics, and politics. Adults at large want to know more about consumers education, health and safety, housing, agricultural questions, taxation, the labor movement, human relations, art and culture, vocational fields, etc. English and citizenship courses for non-English speaking groups have grown more than at any other period in our history. The native illiterate population, white and Negro, has turned out for evening school work. The doctrine that "education is life" has spread rapidly among the present generation of adults.

Adult education is not a continuation of school work. It is not college education. It is not the study of "subjects" in evening "classes." Adult education is education dealing specifically with the needs and interests of adults. It is concerned with both the immediate and the perennial problems adults encounter in their daily activities. One of the most important of these is the curriculum problem. Text-

books and formal lesson plans do not tally with the most successful curriculum practices in adult education. How, then, is the curriculum problem being attacked by the most advanced sections of the movement?

In developing a curriculum for adults the first step is to make a thorough study of the community. What are the outstanding needs of the community? Does the community have an acute literacy, health, housing, safety, civic, unemployment, food, homemaking, crime, recreational, or agricultural problem? Does it have several of these problems? What is the order of importance of its problems? What is the magnitude of each of these needs? Obviously, we have here the basic questions to which administrators and teachers should devote considerable time and study. A thorough survey and interpretation of the needs of the community prepares the teacher and sets the stage for attacking the curriculum problem.

After the teacher is thoroughly acquainted with the community needs the next move is to develop tentative plans for meeting these needs: organization of activities and projects, the selection and accumulation of materials, and the study of possible methods and techniques for the work.

The third stage of curriculum development is now in order. The success of group work with adults depends largely upon how well this phase of the curriculum is carried through. As the needs and interests of the

group emerge from discussion, they are listed and later arranged, in accordance with the desires of the group, for intelligent study. In this way the curriculum is developed right out of the group, the teacher acting as a well-informed guide in the process. The teacher of adults does not therefore "give a course," but rather helps the group interpret its educational needs and interests in such a way that the maximum cooperative study may follow.

With the incorporation of group purposes and suggestions, the adult curriculum, after this step, will naturally bear only an approximate relation to the preliminary plans of the teacher. But it should have new and improved qualities: the support of the group, a richer content—additional opportunities for the teacher to foster fresh insights into community problems as these come before the group later on.

A splendid example of such a democratically developed curriculum for adults occurred on a large scale in the Fort Worth (Texas) program recently. Many construction workers were becoming victims of an increasing number of accidents, and several major accidents had happened over a short period of time. It was decided to institute a safety program in order to test the efficacy of adult education.

Eight successful teachers were chosen for the experiment. These teachers immediately began a survey of the frequency and nature of the accidents from the available records. The accidents were classified in the order of their importance and studied in the light of the situations under which they took place. After this step was completed, the teachers were

well enough acquainted with the problem to draft work plans and secure appropriate materials for the program.

Thus equipped, the teachers carried the program to the field. The response of the men surpassed the expectations of the most optimistic of the teachers. In addition to hearty cooperation in the study of the prevention of all kinds of accidents, individuals called for information on first aid, medicine, and various diseases. The work plans had to be enlarged.

After the experiment had run long enough to explore the possibilities of the new field, the teachers developed a mimeographed course of study on safety, first aid, and health in response to the suggestions of the men. The falling accident rate, from week to week, instead of examinations, provided the test as to how effectively the men had learned the work.

Two features of such a process of curriculum building are worth our further consideration. It is easy to see that other safety programs for adults will necessarily vary from the Fort Worth experiment. The types of accidents will differ, the adults involved will differ, and the conditions under which the accidents occur will not be identical. These differences are all-important. They should be points of intensive study on the part of teachers in the practice of genuine adult education. There can be no prearranged or fixed curriculum for adults.

The same general plan of building curricula for adult courses is applicable to fields other than safety. In developing a successful health program for adults, to use a field closely related to safety, teachers should know what diseases are producing sickness and

death in their communities. They should know the relative importance of these diseases, and then ferret them out for study *with* their adult groups. By organizing and classifying diseases of community concern with the groups to be taught the way is prepared for cooperative study and action.

In agricultural education for adults, the teacher should likewise make a very careful study of the needs of the community. Is the community short on gardens, orchards, poultry, hogs, cows, fire wood, canning facilities, water supply, field crops, beds, sanitation, screened houses, etc.? What is the extent of each of these needs? How should such needs be discussed with adult groups so as to attract interest, obtain suggestions, and win cooperation in doing something about them?

Courses in literacy education can be developed along the same line. How does the lack of knowledge of reading, writing, and arithmetic handicap the adult in his daily life? What are the actual language needs of such individuals in given communities? Once the teacher collects sufficient facts on these questions the curriculum is half developed. The other half comes through the democratic process of discussing these needs with the group so as to arouse interest or curiosity and the desire to learn. This latter half is not accomplished through the use of foreign textbook materials, but by building the reading, writing, and arithmetic materials right out of the experiences of the group.

The same principles operate with success in public affairs forums and discussion groups. Leaders in this im-

portant field of adult education cannot know too much about the live current issues, about the questions over which the community is concerned. But at the same time, such issues should be discussed with the groups, other suggestions solicited, and the final program developed *with* the group, not *for* the group.

The future of adult education, of the group constructed curriculum, depends in part upon how well our teachers colleges come to understand the nature and problems of the movement. Adults have given evidence in plenty of the prevalence of a widespread desire to continue their education when a curriculum from which they derive immediate benefits is offered. Aside from the problems of finance and administration, the present weakness of the movement lies in the paucity of teachers educated to the problems of adults and to the new techniques that are being developed for successful work with adult groups.

Fortunately, a well-educated public school teacher, one with a rich background knowledge of the community and of the methods of stimulating groups to intelligent learning activities, would not be far from the best for adult education. Our colleges are becoming orientated in the direction of producing just such teachers. What is needed to accentuate the trend is a better general understanding of the adult movement, its tremendous importance for public school officials, its insistence upon a working unity between knowledge and practice, its insistence upon the basic importance of community study, and its thoroughly democratic point of view.

THE HIGH SCHOOLS OF NEW YORK STATE¹

By WILL FRENCH

Teachers College, Columbia University

THIS VOLUME of the inquiry's series evaluates high school education in the State of New York, studies the curriculum and organization for possible causes of the students' failure to make a better showing, and recommends certain modifications in the curriculum, in the guidance program, and in the State Department of Education. The evaluation of outcomes, study of current practices, and recommended modifications are all in terms of certain outcomes proposed by the author.

Part I of the book is concerned with evaluation. Responses from the graduates and drop-outs from a number of representative schools and from the officers of these schools are used as typical of the state. The appendix describes in some detail the techniques used. Dr. Spaulding's well-known professional honesty is guarantee enough that the returns may be taken at their face value. The outcome measured is called "social competence." It may be briefly but fairly described as indicating preparation for citizenship, for further learning, for wholesome recreation, and for hunting and holding jobs. The returns enable the author to say that "leaving" pupils constitute a group schooled in academic facts (relating to citizenship) recognizing their rights as free citizens in a free country, but unconcerned about civic responsibility and not awake even to the immediate and

local problem and issue which will shortly confront them as citizens, taxpayers, and voters. (p. 32.) "They are not particularly discriminating in their use of leisure time." (p. 119.) "The great majority have developed no salable vocational skills." (p. 119.) "The schools, however, have succeeded in teaching them academic subject matter . . . a majority have read . . . standard English classics . . . have an elementary acquaintance with general science and with the principles of personal hygiene; they probably know more than their elders about American history and civics." (p. 117.)

As one reads the returns he can come to believe that the principals of these schools are warranted in declining to affirm their strong belief in the social competence of their graduates—not to mention that of the two out of every three who left school before graduation. On the other hand, when one reads what these students did know as summarized from page 117 above, one feels that they know about as much as we can expect. Dr. Spaulding used another and admittedly better yardstick, but one which high schools and states have accepted only as a theory. The chief expectation of the public in New York as elsewhere is that the high school shall provide college preparatory education. Second, the public expects a bit of indirect vocational preparation from the high school, but evidently it expects the real vocational work to be done by special vocational schools. The high schools have, therefore, de-

¹A review of: Spaulding, Francis T. *High School and Life. Report of the Regents' Inquiry.* New York: McGraw-Hill Book Company. 1938.

voted themselves only secondarily to "social competence" and quite naturally do not measure up when the social competence yardstick is used.

The importance of this point lies in the fact that it makes a difference in the responsibility which the schools bear for the situation. It seems to me that we are here beating two real devils around an imaginary stump—not just one. Dr. Spaulding keeps pointing to one of them—the schools. This is what he is supposed to do since he is making an educational inquiry. I keep looking at the other—the state. I think the state is the bigger devil of the two because I find it easier to believe that the state makes the schools what they are than that the school makes the state what it is.

Pursuant to his duty as a member of a staff charged with making an inquiry into public education in New York State, Dr. Spaulding turns in Part II to the school's program, its organization, and administration to discover "what is done to and for boys and girls in the course of their educational growing up" which could in any way account for the adequacy or inadequacy of these outcomes. In successive chapters he takes the curriculum apart, assays the educational and vocational guidance work, goes over the regent's examinations with a fine-toothed comb, scrutinizes local school organization and administration, and overhauls the state department searching for contributions of the schools to social competence. The results are such as one would get if he examined theological schools to discover why preachers do not play better poker.

The guidance program is about what you would expect where education is regarded as getting ready for regents'

examinations rather than becoming socially competent. The regents' examinations are described as possessing almost all the faults ever ascribed to such examinations, but are saved from a seemingly deserved knock-out because there appears to be some possibility of their rendering some real service. Local schools are organized into such small districts that many must choose between a partial education for all boys and girls and meeting the needs of some at the expense of the rest. The State Department, though highly organized, seems to have no one who is chiefly responsible for helping schools teach social competence.

In the end one finds little in the schools which is there for the purpose of promoting social competence. The whole setup indicates that other purposes were and are in mind. Pupils' social competence outcomes are low because the school's social competence input is low. That the school can do a good job in this area when it recognizes it as an important outcome is shown by citation of a number of excellent examples of results in a few schools in the state which have developed programs based upon acceptance of the social competence function.

The reviewer reiterates that low social competence outcomes in pupils and input by the schools are functions of the society which supports the schools. This may be an inquiry into public education in the State of New York, but it is as much a measure of New York itself. The schools select for the most and best education those who need it the least (as Dr. Spaulding shows) because New York as a society does that. Educational opportunity in proportion to ability is but one of the opportunities which de-

mocracy admittedly seeks for all, but New York in its schools and out, still weights too heavily the opportunity of those who already have had the most opportunity. Thus with its eyes ahead on a further humanized democracy the state with its gears in reverse backs unwittingly into a mechanized medievalism. This Inquiry into the Cost and Character of Public Education in the State of New York reveals nothing so plainly as the need for a similar inquiry into the cost and character of society in the State of New York.

Part III provides New York with some excellent suggestions for use in case it decides to make social competence a major concern of its secondary schools. With characteristic realism, Dr. Spaulding proposes that the curriculum of the high school be reconstructed for the purpose of providing adequate civic education, control of the basic educational skills, educational guidance toward further learning in school and out, recreational contacts, basic vocational preparation for job hunting and holding, and education for college selection and preparation. He argues that best results on such a program will never come unless each school has freedom to develop its own program; unless the outworn eight-four plan of organization is abandoned and grades seven and eight and at least grades thirteen and fourteen are included in the secondary school.

The last chapter which deals with future costs the reviewer must accept with little question, for they reach into what Dr. Spaulding himself calls an "uncertain future." The closing paragraph says that "New York State has the opportunity without increasing the expenditures for its

schools to add greatly to the preparation which it gives its boys and girls for citizenship, for further learning, for leisure, and for jobs." In the time to come, we may be thankful for the relative indefiniteness of those three little words "to add greatly," for we have in times past heard construction of larger school units, reorganization of secondary education, reduced enrollments, consolidation and "business" management for schools all urged as means for reducing the expense of education only to find that other justifiable increases offset the "savings." The inquiry's proposals which tend to improve and extend education will be followed because parents want more and better education for their children. Proposals for economy will be fought because each will be opposed by a vested interest—a section of the state, a community, an institution, or a group of persons. In the end, the cost will not be reduced as hoped. It is, therefore, a question as to how much we should buy improved education with sugar-coated promises of economy which we cannot deliver.

There is the question also of what effectively free educational opportunity for all youth would cost if it were really as appropriate and available as this book argues for. There are some who think it will cost more than any state has ever spent for the education of its youth. There are also those who think that it would still be the best investment any democratic state will ever make, and that this investment in public education—large as it will be—will determine whether democracy has to be written off as a total loss or begins to operate at a handsome profit in the form of improved general welfare.

SHORT ARTICLES

PROGRESS OF THE SAGINAW CURRICULUM PROGRAM

O. I. Frederick, Curriculum Consultant
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and

Chester F. Miller, Superintendent of Schools,
Saginaw, Michigan

A year ago an article¹ in this journal described the launching of a city-wide curriculum program in Saginaw, Michigan. This program has involved the active participation of the entire faculty of more than 500 teachers, principals, and supervisors. A Planning and Coordinating Council of fifty-three members, representing a cross-section of faculty personnel, has guided and facilitated the progress of the curriculum program.

During the first semester of last year the entire faculty was organized into eight study groups, each of which involved teachers of various subjects and grade levels to facilitate a sharing of experiences and an interchange of ideas. During the second semester, the elementary school teachers were organized into grade groups. The teachers in the junior and senior high schools were organized into groups according to subject fields.

Through the intensive efforts of the 500 faculty members to the extent of 42,500 hours of time last year, the curriculum program resulted in the professional growth of the faculty and the production of a ninety-two-page printed Overview of the Saginaw Curriculum program and seventeen mimeographed curriculum bulletin totaling 1,300 pages. These mimeographed

materials included bulletins on: Social Studies, one for each grade from kindergarten through the sixth grade; Art, 7-12; Commercial, 9-12; English, 7-12; Foreign Languages, 9-12; Home Economics, 7-12; Mathematics, 7-12; Science, 7-10; Science, 11-12; Social Science, 7-9; and Social Science, 10-12. Curriculum bulletins on Health and Physical Education, Music, Industrial Arts, and Vocational Subjects are being completed this year.

The organization and scope of the school program have not been altered greatly, but the responsibility of schools, an educational philosophy, and aims of education have been agreed upon and stated after careful study, wide discussion, and revision in the light of the suggestions of the entire faculty.

Much time and effort have been expended to develop curriculum content in agreement with the responsibilities of the school, an acceptable philosophy of education, and carefully formulated aims of education. As a result, the content of the curriculum has been broadened, vitalized, and enriched in many ways.

The true measure of the value of the Saginaw Curriculum Program will be in terms of the extent to which it helps teachers to aid the growth of the pupils in the ability and desire to deal properly and effectively with situations in life. Therefore, the curriculum bulletins developed last year are being tried out and revised this year.

The general policies of the curriculum program are practically the same this year as last year, but the organ-

¹O. I. Frederick. "Launching the Saginaw Curriculum Program," *Curriculum Journal*, 9 (March, 1938), 120-123.

ization has been modified somewhat to facilitate the try-out and revision of the curriculum materials. The various supervisors are in charge of the try-out and revision of materials in their respective fields. Each junior and senior high school principal is in charge of the try-out and revision of curriculum materials in one subject field for grades 7-12. All faculty members meet in their respective groups regularly once each month for one and a half hours under the leadership of the supervisors and principals who are chairmen of their groups. The chairmen may call as many additional meetings of committees or their entire groups as they consider desirable in order to facilitate the careful revision of the tentative courses of study. Each chairman may have as many sub-chairmen in his group as he considers desirable. No attempt is made to organize all groups in the same way.

The curriculum consultant confers with the chairmen and serves in an advisory capacity to the various groups this year. The curriculum consultant and the supervisors and principals visit the classrooms of the teachers as a follow-up measure.

Similar to last year, professors from the School of Education of the University of Michigan are giving a series of lectures on specialized aspects of curriculum development. This year their lectures deal with trends in the content and teaching of various subject fields. More than 200 faculty members are attending these lectures and broadening their understanding of their own subject fields and of the other subject fields as well.

NEW CURRICULUM AT CHICAGO TEACHERS COLLEGE

By William W. Wattenberg
Chicago Teachers College

Our new curriculum is a transitional one to go into effect immediately and to be revised as students who enter in February proceed through our college as the first class which is required to go four years to secure teaching certificates. Each of the semesters is based on a definite theme.

In the first semester, as is common practice, major attention is given to the orientation of students. The Psychology Department is giving a five-hour course in which there is opportunity for testing, remedial work, and discussions of individual psychological problems. Other courses during this semester are social science, a course on environment, a course in botany, and others in literature, design, music, and physical education. We feel that these courses along lines familiar to the students will allow them to pass from their relatively formal high school training to the more liberalized curricula of later semesters without creating the emotional upsets that make experimental college work rather difficult.

The second semester is centered around a study of Chicago, the community backgrounds of the educational problems with which our students will have to deal. The central course is a five-hour one in which students are scheduled to have one full day per week free. This day is used in the first four weeks and the last six for well-planned sociological field trips. During the middle portion of the semester, students are assigned to various social agencies in whose ac-

tivities they participate in order that they may gain firsthand experience with the individual problems which will effect their pupils' lives. This class also meets in two large lecture periods per week to hear outstanding Chicago citizens familiar with various aspects of the city's problems. The course itself is tied closely with the work of the English Department. On one day per week the English classes are led by the social science instructor with the cooperation of the English teacher. The work for social science and English is discussed in joint department conferences. A similar arrangement is being worked out with the Psychology Department for the second half of the semester. At this time social psychology will be studied in the light of data accumulated in the social science course. The relation here is a reciprocal one. Joint conferences lead to each group including material for the benefit of the other. Thus, we will have a nine-hour block of subject dealing with various phases of Chicago life. The science work in this semester is health and physiology allied to the social science course. Later, art and music may be brought into the picture.

The third semester is devoted to intensive study of home and school problems. As in the second semester, the main course is a social science course conducted for five hours, in which students are scheduled for one full day a week in the field. According to present plans, during this day they will be assigned to various schools throughout the city to become acquainted with the guidance work and the work of truant officers and social workers and other matters which will

give them an overall view of elementary schoolwork. (This is not practice teaching. These students do not deal with classes.)

The guiding theme of the fourth semester is a study of national and international problems. An innovation in this semester is a free reading course conducted by the English Department. The purpose of this course is to give students experience in reading for its own sake—it is an attempt to overcome the common difficulty encountered in college work where students have so much assigned reading to do that when they leave college they have not acquired a deep appreciation of the enjoyments to be obtained from the written word, whether used in fiction or non-fiction.

The fifth semester the students concentrate upon the study of education as such. Throughout the preceding semesters, they have acquired a considerable background in educational psychology and sociology. The courses in the fifth semester deal with child development and methods with some electives allowed.

The sixth semester is devoted to practice teaching. We are breaking the class into groups of fifteen, each under the direction of a full-time practice director who conducts a methods seminar in which the group discusses the problems encountered in their classrooms. Probably we shall shift this work to the seventh semester as soon as the present freshman class, the first required to take four years' work, reaches its sixth semester.

The remainder of the curriculum allows for specialization in the fields of the students' interests and for courses designed to meet needs which they

may have realized existed after they had encountered classroom situations during their practice work.

PROGRAM FOR IMPROVEMENT OF RURAL SCHOOLS

By Henry J. Otto
W. K. Kellogg Foundation

In the seven counties in southwestern Michigan comprising the Michigan Community Health Project there are nearly 1,500 elementary school teachers, 850 of whom teach in one- and two-room schools. The amount of formal training these teachers have had varies from one year in a county normal training department to a master's degree. Most of these teachers have had approximately two years of college work, except in the graded schools in which the majority hold bachelors' degrees.

In order to help these teachers to improve the character and quality of the school programs various in-service training activities were initiated by the W. K. Kellogg Foundation in cooperation with near-by colleges. One of these activities consisted of specially-planned summer courses which teachers attended on scholarships provided by the Foundation. During the past five years several types of courses have been conducted. This article concerns itself with only one of these; namely, the course in child growth and development in the elementary school.

Wishing to give teachers a realistic understanding of child growth and development and their implications for an elementary school program, some theory practice laboratory courses were planned in cooperation with several colleges. An important feature of the

setup was the fact that the instructors for these courses were persons who, by extensive visitation or through extension work, were well acquainted with the school situations from which came the teachers who took these summer courses.

The essential features of these introductory courses (the plural is used because they have been offered during the past three summers at several institutions) in child growth and development in the elementary school are as follows: 1. Extensive directed observation in the laboratory school (three hours each morning, five days a week for six weeks) in which superior teachers were carrying out with children the kind of an educational program with which the course concerned itself; 2. thorough study of the program of the demonstration school in the light of the child development theory in elementary education; 3. study of children through participation in the administration of tests, interest inventories, visits to the children's homes, conferences with the demonstration teachers, observation of one group of children for six weeks, and detailed case studies and developmental and anecdotal records for one or two children; 4. parent education as carried on with the parents of laboratory school children and generalized ways which could be used in the teacher's local situations; 5. workshop in which those teachers who wished could experiment with woodworking, linoleum and soap carving, clay modeling, finger painting, weaving, and the making of musical instruments; 6. excursions to points of interest which would enlarge the experiences of the teachers and help them to see the community setting and its resources for

educational purposes; 7. lectures and conferences with instructors, demonstration teachers, and invited guests; 8. reading of professional and general literature, suggested on an interest basis, but none required; 9. democratic committee procedure for all major aspects of the management of the course so that teachers could experience the meaning and the processes of democratic planning and work; 10. application of methods in teaching the college course which were in harmony with the educational philosophy preached in the course and demonstrated in the laboratory school (instructors were required to practice what they preached). During the summer of 1939 this type of course (in cooperation with the Foundation) is being offered at four institutions: State Teachers College at Mankato, Minnesota; Colorado State College of Education at Greeley; Western State Teachers College at Kalamazoo, Michigan; and the University of Michigan.

Another project in teacher education closely related to the introductory course in child growth and development in the elementary school is the professional work offered by the University of Michigan to the summer counsellors at the Foundation camps. The summer counsellors were selected from among the teachers of the area. The emphasis on understanding the growth and development of children was similar to the campus courses previously described, but the setting in the camp was more realistic. Each counsellor lived in a cabin with seven children (three such groups during a nine weeks' period). The daily schedule was staggered so that the counsellors had time for the professional work. The instructors also lived at

the camps during this period and were called on to give practical helps in the work with the children.

For the summer of 1939 plans are laid for some advanced work in child growth and development in the elementary school for some of the teachers who have had the introductory course (on campus or in the camp). The advanced course is designed to assist teachers to a deeper understanding of the underlying psychology and philosophy and the supporting research data. The essential emphases of the course will be: 1. Thoroughgoing study of the facts about child development; 2. thorough consideration of the interrelationship between the facts about child development and commonly accepted objectives of elementary education; 3. careful analyses of classroom activities or units of work to evaluate them in the light of the above two items; 4. extensive study of the techniques of child management and their underlying psychology; 5. critical evaluation of child management techniques used in the laboratory school; 6. curriculum organization, weekly program, and general school management; 7. adaptation of instruction to individual differences in children; 8. knowledge of techniques emphasized at child development centers other than one where course is given; 9. types of data collected on each child to give picture of developmental uniformity or discrepancies; 10. technique of approach to assist parents to understand new trends.

In the advanced course the laboratory school will again play an important role, not as a place to learn a lot of techniques, but as a place to give critical study to the methods and procedures used by the demonstration

teachers. The advanced course will be offered this coming summer at five institutions: Central State Teachers College at Mt. Pleasant, Michigan; the University of Minnesota; Northwestern University; Michigan State Normal College at Ypsilanti; and Ohio State University.

THE MEETING OF THE EXECUTIVE COMMITTEE

The Executive Committee of the Society for Curriculum Study held its annual meeting at Cleveland, Ohio, on February 26, 1939. The following members were present: G. Robert Koopman, Chairman; Fred C. Ayer, Doak S. Campbell, Prudence Cutright, and J. Paul Leonard, Executive Secretary; Ralph Russell and Samuel Everett were absent because of illness; Helen Heffernan was not present.

Mr. Gordon Mackenzie was allowed \$16.66 for telegrams in connection with preparation for the program for the Cleveland meeting. Mr. Bruner is to be asked to appoint his Committee and to enlarge the scope of it to include evaluation and recommendations for the development of curriculum laboratories and workshops. It was suggested that Mr. Bruner be asked to propose that the name of the Committee be changed to include this additional responsibility. This action grew out of the feeling that curriculum laboratories and workshops of unsatisfactory quality were being scattered too widely over the country and that the Society for Curriculum Study should assume some leadership in offering suggestions for the establishment of these laboratories and workshops.

The Society agreed to sponsor a joint publication of a book with the

Department of Visual Instruction of the National Education Association on Visual Aids as Classroom Materials. Mr. Dean McClusky of Scarborough School has been asked by the Department of Visual Instruction to serve as co-chairman and Mr. Edgar Dale was asked to serve as co-chairman for the Society for Curriculum Study. The two men were asked to prepare an outline to be submitted to the Executive Secretary, who in turn was instructed to present it to the members of the Executive Committee for suggestions and approval. The Executive Committee was empowered to appoint the final committee to serve with Edgar Dale to represent the Society for Curriculum Study.

The chairman of the Executive Committee of the Society for Curriculum Study was instructed to appoint an advisory committee to work with Mr. S. B. Zisman of Texas A and M College, who is working with the National Association of Housing Officials to prepare materials in the schools on the problem of housing. This action is not to be interpreted as involving the Society in sponsoring any publications, but merely to serve in an advisory capacity to Mr. Zisman, who was present and made a request for such a committee.

Mr. Campbell reported on the progress of Mr. Peik's Committee on Pre-Service and In-Service Training of Teachers. This Committee plans to get out a publication sponsored by the Society. The Executive Secretary was instructed to circulate to Mr. Peik's Committee and to the Executive Committee the outline which Mr. Peik submitted for consideration.

Mr. Koopman reported on the Committee on Secondary Education in a

Unified Program. Mr. Paul Diederich and Mr. Ralph Russell are each writing a section in the report and P. W. L. Cox, J. Paul Leonard, and Robert Koopman were asked to edit the report.

The report of the Committee on Rural Education was presented by the Executive Secretary, together with a request from Miss Fannie Dunn to accept her resignation as chairman of the Committee. In view of her large number of obligations this coming year, she felt unable to serve as chairman for at least another year. The Committee voted to accept her resignation, but voted to retain her as a member of the Committee. Miss Helen Heffernan was requested to assume chairmanship of this Committee, and she is to submit a list of members for the Committee which would be approved by the Executive Committee. This Committee was asked to present to the Executive Committee a statement of what they wish to do. This need not necessarily be a publication, but may be a statement of position, platform, material for a series of meetings, or other programs which the Committee deems desirable.

The report of the Committee on Home and Family Life, with Miss Bess Goodykoontz as chairman, was presented by the Executive Secretary. This report of progress was accepted and Miss Goodykoontz's Committee was approved.

The Executive Secretary was instructed to inform Mr. Herriott that the Society for Curriculum Study wishes to discontinue the Textbook Committee and to indicate that publications of lists of textbooks or solicitation of them from publishers should not involve the Society for Curriculum Study.

A report of progress was accepted from the Committee on Basic Foundations of Curriculum, of which Mr. Caswell is chairman. The Executive Secretary was instructed to secure from Mr. Caswell a decision as to what the Committee should do. The Executive Committee wishes to encourage him to keep working on some phase of the problem, but to accept his decision in this matter.

A request from Mr. John DeBoer, of the Chicago Normal School, asking for a committee to sit in with their Committee on English and General Education was considered. The chairman of the Executive Committee is to appoint this committee. If the group headed by Mr. DeBoer wishes further service than this action implies, they are to present a definite proposition to the Committee which in turn is to act upon it.

The reports of the Auditing Committee on the books of the Executive Secretary and the Editor of the CURRICULUM JOURNAL were accepted. Each report indicated that the books of both offices were correct. The present Membership Committee is to be discontinued, and the Committee henceforth is to be made up of the Executive Secretary and the chairman of the Executive Committee. The Committee approved an invitation from the American Council on Education to become an associate member of the Council and the membership fee of ten dollars was ordered paid by the Executive Committee. A report of progress of Mr. C. O. Arndt's Committee on Foreign Cultures was accepted and membership of the Committee was approved. Mr. H. L. Caswell and Mr. J. Cecil Parker were appointed as new members of the Exec-

utive Committee to succeed Mr. Fred Ayer and Mr. G. Robert Koopman, who retired this year. Mr. Doak S. Campbell was made chairman of the Committee for the coming year.

The chairman of the Executive Committee for the ensuing year was appointed chairman of the Annual Program Committee. He was instructed to appoint others to assist him. It was thought desirable to continue next year to use Mr. J. Cecil Parker and Mr. Gordon Mackenzie to serve with Mr. Campbell for the next year in preparing the program for the 1940 meeting. Commendation was given to the program for the 1939 meeting prepared by Mr. Parker and Mr. Mackenzie.

The Executive Committee voted to allow traveling expenses of the Executive Secretary to the annual meeting, the amount not to exceed \$200 yearly, with the understanding that the policy regarding traveling allowances of the institution from which the Secretary comes be not changed. Traveling expenses up to seventy-five dollars for the Executive Secretary were voted for this past year. The Committee

accepted the financial statement of the Society published in the March issue of the CURRICULUM JOURNAL and a proposed budget of \$3,333.66 for the ensuing year. The Executive Secretary was instructed to call the attention of the co-chairmen of all Society publications to the fact that the Society should receive from publishers a royalty of fifteen per cent.

The Executive Committee voted that all members applying for new membership after November 1 should be asked if they wish their membership held over to February 1 of the following year. In that event no JOURNALS would be sent until February. In case the members wish to have their membership dated back to February of the current year, all back numbers of the JOURNAL are to be supplied if possible. The Editorial Board of the CURRICULUM JOURNAL was instructed to appoint a new member to replace the late J. Earle Davies. The report of the Long-Time Planning Committee submitted by Mr. Fred Ayer as chairman was referred to the members of the Society for discussion.

J. P. L.



REVIEWS

WRINKLE, WILLIAM L.—*The New High School in the Making: The Philosophy and Practice of a Modernized Secondary School*. New York: American Book Company. 1938. 318 pp.

Justified on the basis of "its emphasis on practice—its illustrations of the philosophy of progressive education in application" (p. viii), this volume represents an addition to the growing list of materials which are endeavoring to aid in translating current theories into practice. In three brief introductory chapters the history of American secondary education is reviewed, the school is defended as an instrument for the improvement of society, common sense is praised as the guide to the reorganization of school programs, and certain basic ideas or issues in reconstruction are considered. Successive chapters deal with the social studies, language activities, the arts, science, mathematics, music, physical activities, and health education. What is usually regarded as the extracurricular program is considered under the heading of social education. Chapters follow on the library, motion pictures and the radio, guidance, marking and reporting, teacher education for the new secondary school, and the secondary school and the college.

The book takes a modern and forward-looking point of view. Emphasis is placed upon objectives, the relation of schooling to life, and other current concerns such as individual differences, purposes, attitudes, and pupil-teacher relations. The common procedure of attacking the traditional is used to a considerable extent in

opening the discussion of problems. The statements are tempered, however, and only rarely could be classified as misstatements or oversimplifications of the issue. Each chapter is directed to the answering of specific questions concerning the problem under discussion. "What principles should be used in the selection of materials?" "How should conventional methods of instruction be modified?" "Why is the reference library better than the single textbook?" are typical examples of the issues raised. In some cases, a definite point of view is given. In others the necessity of considering modifying factors, such as the local community opinion, is presented. The questions relating to each topic considered are those which have been prominent in educational discussions and conferences for many years. While the treatment is positive and direct, there is not as much emphasis on "practice" or "illustrations of philosophy" as the reviewer had anticipated from a reading of the title and the introductory sections. There are few examples which really reveal a school program in action. An increased number of the quality of those included would have added much reality to the presentation.

Those who read widely in the current literature will find little in this book that is new. The treatment is simple and direct and almost no documentation is included for statements made or ideas expressed. However, teachers, administrators, curriculum workers, supervisors, and students in training who are interested in the reorganization of secondary education

will find a stimulating collection of suggestions and procedures for bringing about needed changes in the American secondary school. The book serves the very useful purpose of bringing together within one volume brief discussions of a large number of the current issues and problems relating to the various subject fields and to the other aspects of the secondary school program.

GORDON N. MACKENZIE
University of Wisconsin

STRETCH, LORENA B.—*The Curriculum and the Child*. Minneapolis: Educational Publishers, Inc. 1939. 503 pp. \$2.25.

According to the editor of this series of books, "The most sensational element about this book, without doubt, is the fact that it makes no bow to sensationalism." In this he is eminently right. Written in an uninspired and inornate style, the book simply offers to elementary school teachers another discussion of some of the problems of method and the curriculum. Any originality which the book may claim lies in the arrangement of the materials rather than in the presentation of any new ideas. Philosophically the author clings rather consistently to a position which most writers in the field of elementary education would call conservative. In defense of the author, however, it must be admitted that she supports the position held by many elementary school teachers themselves. In her preface the author attacks many of the educational experiments and research studies that have been made in this field as invalid and claims that teachers need "stabilizing influences which will pre-

vent their being unduly swayed by those short-lived, seemingly popular, educational philosophies which arouse much enthusiasm for the moment." In her text she reviews many of these studies, but tends to support those favoring the more conventional practices.

The book is organized first around certain problems of the elementary school, including: aims of education, the elementary curriculum, subject matter, the activity plan, the unit plan, planning the work, directing study, problem solving, individual differences, and tests and examinations. Following this the author takes up the several subject-matter areas of the curriculum, including: reading, handwriting, spelling, language, composition, arithmetic, industrial arts, drawing, music, nature study, geography, social studies, and health.

The author makes an attempt to contribute to better evaluation of pupil growth and development by including at the end of each chapter a list of suggested standardized tests that the teacher may use. Partly because of the inadequacy of these tests and perhaps partly because of the author's viewpoint, there seems to be an unfortunate emphasis on quantitative rather than qualitative evaluation, and a neglect of the so-called more intangible aspects of measurement.

For the teacher who wants another "unsensational" discussion of elementary school methods and the curriculum which will support a more or less conventional viewpoint, the book may have value; for the teacher who is looking for something dynamic and for some suggestions which will help her in improving her present practices

(be they not too conservative), the book is not recommended.

HUGH B. WOOD
Alabama Polytechnic Institute

MALLER, JULIUS B.—*School and Community*. New York: McGraw-Hill Book Company. 1938. 360 pp.

In the growing literature relating to school and community this report in the series of the New York Regents Inquiry is unique. Dr. Maller examines with care and patience many social and economic factors and relates them to the work and well-being of the schools. In addition to New York City, his study covers fourteen other cities, fifteen villages, eleven rural communities, and ten unincorporated towns. These have been carefully selected as representative of the best, average, and poorest types. Where available state-wide data are given and interpreted.

The study includes the dynamics of population, the school population, social factors such as crime, delinquency, cultural factors, and health conditions.

Some of the findings are hardly unexpected by those who have kept abreast of significant trends in this area, but they are here brought together within the limits of one volume. The declining birth rate is related to declining elementary school enrollment. The grade by grade losses since the first drop in the first grade a decade ago appeared on schedule and in New York City have now reached the junior high school. The changing occupational pattern is traced and its meaning for vocational education stated.

Some of the findings are so simply and quickly stated it is easy to miss

them. For instance, Dr. Maller points out that while in the main enrollment trends, especially in the elementary grades, are downward, population movements have caused overcrowding in some schools. Such overcrowding he feels should be "adjusted" because of "the high incidence of problem cases" in such schools.

Many interesting and significant correlations are given between indices of economic and social well-being and school finances and health. This does not always work out, for the cost per pupil in the smallest one-teacher schools is nearly three times that in the central rural schools. On the other hand, the delinquency rate is clearly associated with below average economic, cultural, and other social factors.

Valuable as this book is, it must be confessed that non-New Yorkers will be wearied at times by the great detail into which the author goes. One-fifth of the book, for instance, is given over to tables of one page or more, containing community by community comparisons of the localities selected for inclusion in the study. This takes no account of the more general smaller tables. Many of the forty-five maps are half-page and not large enough to carry clearly the social data recorded on them.

EDMUND DE S. BRUNNER
Columbia University

COLCORD, JOANNA C.—*Your Community*. Its Provision for Health, Education, Safety, and Welfare. New York: Russell Sage Foundation. 1939. 249 pp.

This is a guide for the study of certain social welfare community activ-

ities. It can be used by teacher groups and the more mature students in the senior high schools. Nineteen chapters cover such topics as "Provision for Dealing with Crime"; "Provision for Public Safety"; "Housing, Planning, and Zoning"; etc. Up to 208 questions are asked about each topic. The questions are suitable for the best-equipped community, but can be adapted to any community. Excellent discussions of topics accompany each chapter. High standards are described in order to make answers to these questions more meaningful in terms of best practice.

Chapter I gives practical suggestions as to how to organize such a study, what reference books will be needed, and the type of notebook reports which will form a basis for discussion and oral compositions. There are illustrations of ways to present data graphically. These suggestions are helpful for the average person, not the expert in welfare. Chapter VIII is "The Provision for Health Care"; and Chapter IX, "The Distribution of Health Care." The factor of health is covered in more detail than some of the others. Chapter XVII on "The Foreign Born and Racial Groups" uses

a type of question that suggests social activities that could be sponsored by the neighborhood and school organizations.

The publications of the Russell Sage Foundation, although designed for social welfare work, have been popular with teachers. It is important to notice that education and social welfare have been able to use the same materials. It is also important that the Foundation has designed this particular guide for use of teachers and students as well as for social workers.

The previous publication, *What Social Workers Should Know About Their Own Communities*, was very popular with teachers; and without a doubt, *Your Community* will be even more popular. It is much more complete than the former, and it includes material for discussion of the community problem which will make it a much better teaching aid.

The low price of eighty-five cents makes this book a very desirable purchase for the school library, the social studies teachers, or the social studies classroom library in the senior high school.

E. K. PECKHAM
Minneapolis Public Schools



NEW PUBLICATIONS

BOOKS

- BAUER, W. W. AND EGGLEY, LESLIE—*Your Health Dramatized*. New York: E. P. Dutton and Company. 1939. 528 p. \$2.25.
- BUSH, GEORGE L., DICKIE, ALLAN, AND RUNKLE, RONALD C.—*A Biology of Familiar Things*. New York: American Book Company. 1939. 695 p.
- DANA, MARGARET—*Behind the Label. A Guide to Intelligent Buying*. Boston, Massachusetts: Little-Brown and Company. 1938. 255 p. \$2.00.
- HINMAN, STRONG—*Physical Education in the Elementary Grades*. New York: Prentice-Hall, Inc. 1939. 523 p. \$2.00.
- HOCKETT, JOHN A. AND JACOBSEN, E. W.—*Modern Practices in the Elementary School*. Boston, Massachusetts: Ginn and Company. 1938. 346 p. \$2.60.
- JORDAN, DAVID F.—*Managing Personal Finances*. New York: Prentice-Hall, Inc. 1938. 426 p. \$3.00.
- KENDALL, GLENN M.—*Organization and Teaching of Social and Economic Studies in Correctional Institutions*. New York: Bureau of Publications, Teachers College, Columbia University. 1939. 159 p. \$1.85.
- NOLL, VICTOR H.—*The Teaching of Science in Elementary and Secondary Schools*. New York: Longmans, Green and Company. 1939. 238 p. \$2.00.
- PATTERSON, S. HOWARD, CHOATE, ERNEST A., AND BRUNNER, EDMUND DE S.—*The School in American Society*. Scranton, Pennsylvania: International Textbook Company. 1936. 570 p.
- PEDDIWELL, J. ABNER AND SEVERAL TEQUILA DAISIES — *The Saber-Tooth Curriculum*. New York: McGraw-Hill Book Company. 1939. 139 p. \$1.00.
- REED, HOMER B.—*Psychology and Teaching of Secondary School Subjects*. New York: Prentice-Hall, Inc. 1939. 684 p. \$3.25.
- STEWART, JEAN J.—*Foods—Production, Marketing, Consumption*. New York: Prentice-Hall, Inc. 1938. 737 p. \$3.25.
- WINSLOW, LEON L.—*The Integrated School Art Program*. New York: McGraw-Hill Book Company. 1939. 391 p. \$3.50.
- BROWNELL, WILLIAM A.—*Learning as Reorganization*. Duke University Research Studies in Education No. 3. Durham, North Carolina: Duke University Press. 1939. 87 p. Paper covers. \$1.00.
- CHAMBERS, M. M. AND BELL, HOWARD M.—*How to Make a Community Youth Survey*. Washington, D. C.: American Council on Education, 744 Jackson Place. 1939. 45 p. Paper covers. 25 cents.
- CLARK, ELLA C.—*The Use of Visual Aids in Teaching*. Winona, Minnesota: The Author, State Teachers College. 1938. 24 p. Paper covers. 25 cents.
- COCKING, WALTER D. AND GILMORE, CHARLES H. — *Organization and Administration of Public Education*. Advisory Committee on Education, Staff Study No. 2. Washington, D. C.: Superintendent of Documents. 1938. 183 p. Paper covers. 20 cents.
- DENVER PUBLIC SCHOOLS—*Manual for Teachers Working on Core Courses*. Denver, Colorado: Public Schools. 1938. 59 p. Mimeographed. 50 cents.
- EVALUATION OF SCHOOL BROADCASTS, OHIO STATE UNIVERSITY, AND COMMITTEE—*How to Use Radio in the Classroom*. Washington, D. C.: National Association of Broadcasters. 1939. 18 p. Paper covers. Free.
- FOSTER, LEBARON R.—*Small Loan Laws of the United States*. Newton, Massachusetts: Pollak Foundation for Economic Research. 1939. 23 p. Paper covers. 10 cents.
- FOSTER, WILLIAM TRUFANT—*Public Supervision of Consumer Credit*. Newton, Massachusetts: Pollak Foundation for Economic Research. 1939. 21 p. Paper covers. 10 cents.
- GALARZA, ERNESTO—*Educational Trends in Latin-America*. No. 2. Washington, D. C.: Division of Intellectual Cooperation, Pan-American Union. 1939. 35 p. Mimeographed.
- GLENCOE PUBLIC SCHOOLS PUBLICATIONS—Glencoe, Illinois: Public Schools. 1938. Mimeographed. *Music for Every Child*, 3 p., 10 cents; *Organization for Democratic Participation*, 5 p., 10 cents; *Organization for the Integration of Pupil Experiences*, 5 p., 10 cents; *Functional Organization of Resource Services*, 7 p., 15 cents; *Pupil-Participation in Community Activity*, 4 p., 10 cents; *Parent-Participation in School Activities*, 4 p., 10 cents; *Creative Arts*, 7 p., 15 cents; *Health and Physical Education*, 6 p., 10 cents; *Reading*, 13 p., 25 cents; *Building a Community School*, 7 p., 10 cents;

BULLETINS AND PAMPHLETS

- BROWN, MARION AND OTHERS—*The University High School Study of Adolescents*. University High School Journal, Volume 17, No. 2, December, 1938. Oakland, California: University of California High School. 48 p. 35 cents.

Library Program, 7 p., 10 cents; *Guidance*, 13 p., 25 cents.

HANKINS, RUTH—*Principles of Teaching Exceptional Children in the Elementary Schools*. Langhorne, Pennsylvania: Child Research Clinic, The Woods School. 1939. 24 p. Paper covers. Free.

INTERDEPARTMENTAL COMMITTEE TO COORDINATE HEALTH AND WELFARE ACTIVITIES—*A National Health Program*. Report of the Technical Committee on Medical Care. Washington, D. C.: Superintendent of Documents. 1939. 37 p. Paper covers. 10 cents.

LOS ANGELES CITY SCHOOLS—*Advanced Physical Science. A Teacher's Guide*. Los Angeles, California: City Schools. 1939. 69 p. Paper covers.

MICHIGAN DEPARTMENT OF PUBLIC INSTRUCTION—*Basic Instructional Policy for the Michigan Curriculum Program*. Bulletin No. 3012. Lansing, Michigan: Department of Public Instruction. 1939. 7 p. Mimeographed.

MISSISSIPPI STATE DEPARTMENT OF EDUCATION—*Supplement to A Guide for Curriculum Reorganization in the Secondary School*. Jackson, Mississippi: State Department of Education. 1939. 283 p. Mimeographed.

MONTGOMERY COUNTY (MARYLAND) PUBLIC SCHOOLS—*Professional Yearbook, 1938-39*. Montgomery County, Maryland: Public Schools 1938. Mimeographed. Part I, 29 p.; Part II, 126 p.

ODELL, W. R.—*Evaluation: Principles and Procedures*. Oakland, California: Public Schools. 1939. 53 p. Mimeographed.

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION—*Education for Traffic Safety*. Bulletin 390. Harrisburg, Pennsylvania: Department of Public Instruction. 1939. 23 p. Paper covers.

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ROOS, JEAN CAROLYN—*By Way of Introduction. A Booklist for Young People*. Chicago, Illinois: American Library Association. 1938. 130 p. Paper covers.

SAN DIEGO CITY SCHOOLS—*Announcement of Publication of Twenty-one Curriculum Monographs*. San Diego, California: City Schools. 1939. 48 p. Mimeographed.

SCHOLASTIC—*Congress at Work*. Pittsburgh, Pennsylvania: Scholastic Corporation. 1939. 31 p. Paper covers.

SCHOLASTIC—*Watch Your P. Q.* Pittsburgh, Pennsylvania: Scholastic Corporation. 1939. 31 p.

SOCIETY FOR CURRICULUM STUDY—*Building America*. Milwaukee, Wisconsin: E. M. Hale and Company, 5193 Plankinton Arcade. 31 p. Paper covers. 30 cents. Volume IV, No. 6, March, 1939—*Lumber*; Volume IV, No. 7, April, 1939—*Business*.

SPECIAL STUDY OF RURAL ELEMENTARY SCHOOLS OF THE SOUTH—*Selected References on Rural Elementary Schools*. Nashville, Tennessee: Division of Surveys and Field Studies, George Peabody College for Teachers. 1939. 43 p. Mimeographed. Free.

TWENTIETH CENTURY FUND, CORPORATION SURVEY COMMITTEE—*A Memorandum on the Problem of Big Business*. New York: Twentieth Century Fund, 330 West Forty-second Street. 1939. 35 p. Paper covers. Free.

TYLER, TRACY F.—*Syllabus and Reference List for a Course in Radio for Teachers, Supervisors, and Administrators*. New York: National Committee on Education by Radio, Room 308, One Madison Avenue. 1939. 33 p. Mimeographed.

VIRGINIA STATE DEPARTMENT OF EDUCATION—*Brief Description of Virginia Program for Improving Instruction, 1931-39*. Richmond, Virginia: State Department of Education. 1939. 26 p. Paper covers.

WEBSTER, GROVES (MISSOURI) SCHOOL DISTRICT—*Curriculum Development in the School District of Webster Groves*. Webster Groves, Missouri: Superintendent of Schools. 1939. 11 p. Paper covers. Free.

WILTSE, EARL W. AND OTHERS—*Suggested Teachers' Meetings for a Developmental Reading Program*. Teachers' Pamphlet No. 6. Lincoln, Nebraska: Nebraska State Teachers Association. 1938. 18 p. Mimeographed.

WORKS PROGRESS ADMINISTRATION—*Aids for Further Education and Employment*. Minneapolis, Minnesota: Board of Education. 1939. 75 p. Mimeographed.

ZEIGEL, WILLIAM H.—*What Is an Adequate General Education for Teachers?* Cleveland, Mississippi: Delta State Teachers College. July, 1939. 20 p. Paper covers.

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BALTIMORE COUNTY (MARYLAND) PUBLIC SCHOOLS—*Course of Study in English*. Baltimore: Warwick and York, Inc. 1937. Paper covers. Part I: Grades 1-3, 239 p.; Part II: Grades 4-6, 235 p.; Part III: Grades 7-9, 240 p.

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION—*Units of Work in Education for Homemaking*. Bulletin No. 321. Harrisburg, Pennsylvania: Department of Public Instruction. 1938. 80 p. Paper covers.